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ABSTRACT

THIS DOCUMENT DESCRIBES A COOPERATIVE TUTORIAL PROGRAM DESIGNED TO BREAK THE CYCLE OF EDUCATIONAL DISADVANTAGEMENT IN URBAN AREAS. THE PROGRAM INVOLVES THREE AGE GROUPS (DISADVANTAGED SEVENTH GRADERS, KINDERGARTEN STUDENTS, AND PARENTS OF BOTH GROUPS) IN THREE COORDINATED SUBPROGRAMS: (1) A STRUCTURED COURSE IN HUMAN GROWTH AND DEVELOPMENT AND FAMILY LIVING FOR SEVENTH GRADERS (MATERIALS OF WHICH ARE INCLUDED IN THE APPENDIX); (2) A TEEN TUTORIAL PROGRAM WHICH ENABLES THE SEVENTH GRADERS TO APPLY WHAT THEY HAVE LEARNED AS THEY WORK WITH KINDERGARTEN CHILDREN IN A HELPING RELATIONSHIP UNDER THE GUIDANCE OF CLASSROOM TEACHERS; AND (3) A LIMITED PROGRAM TO HELP PARENTS UNDERSTAND THE AIMS AND PURPOSES OF THE OTHER TWO PROGRAMS AND TO GAIN PARENTAL COOPERATION AND REINFORCEMENT. THE MAJOR OBJECTIVE OF THE PROJECT WAS TO DETERMINE THE EXTENT TO WHICH TEENAGERS WOULD CHANGE IN BEHAVIOR (SELF-CONCEPT, ATTITUDES TOWARD PARENTS, SIBLINGS, SCHOOL AND VOCATIONAL GOALS) AS A RESULT OF PROFESSIONALLY PLANNED AND SUPERVISED LEARNING EXPERIENCES WITH PRESCHOOL YOUNGSTERS. THE EIGHT-CHAPTER BOOKLET DESCRIBES THE ORIGIN, SETTING, STAFFING, DEVELOPMENT, AND OUTCOMES OF THE PROGRAM, AS WELL AS THE ROLE OF INFORMATION DISSEMINATION IN ITS OPERATION, THE FUTURE OF THE PROGRAM IN ITS PRESENT CONTEXT, AND POSSIBLE ADAPTATIONS OF THE PROGRAM TO OTHER CONTEXTS. (JES)

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THE TEEN TUTOR and LEARNING

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and
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INTRODUCTION

Educators are now sensing problems and immediate needs of students more than ever before. There is a growing awareness that education must not confine itself to the cognitive approach. It must incorporate both emotional and imaginative experiences in the process of intellectual discovery and learning if it is to help students develop into self-actualizing individuals. If the school is to make this kind of coordinated approach, its teachers must understand the instructional objectives and procedures required to implement it.

The South-Western City School District has been very fortunate in having a project, namely, the Teen Tutorial Program, which is based on respect for the dignity and worth of the individual and incorporates emotional and imaginative experiences in intellectual discovery and learning. The program is designed to help young teenagers understand themselves and how to relate to others. Built into it is provision for interaction between seventh graders and kindergartners, seventh graders and their peers, and seventh graders and members of the teaching team. The seventh grader begins to understand not only his own problems but also problems of others in a complex society. As his concerns broaden and deepen, he sees a need for learning and becomes actively involved in the teaching-learning process.

South-Western is currently attempting to help its teachers fully understand the importance of the effective domain in learning. We are much impressed with the results of the Teen Tutorial Program and we are supporting it to the point of including it as a vital part of the instructional program in South-Western City Schools.

Martin L. Stahl, Ph.D.
Superintendent

PREFACE AND ACKNOWLEDGMENTS

The major purpose of this publication is to tell the story of the Teen Tutorial Program--the objectives, the educational setting, the learning experiences, the relationship of the Teen Tutors to the kindergartners, the teaching team, the outcomes, and the suggestions for adapting the Program to other school districts. An effort has been made to "tell the story as it actually happened." There were successes but there were also disappointments. Any one who thinks this project has merit and that it can be adapted for his own school setting is entitled to know how to avoid the mistakes and take advantage of the strengths.

For the most part, this story is a behavioral account. Financing, adequate space, techniques, and educational hardware were important. However, each of these items had to be interpreted, implemented, and used by people. The arena of action involved the helping relationship between seventh graders and kindergarten youngsters, parents, school administrators, the teaching team, the supervisor and the associate supervisor, the consultants, and other members of the Advisory Committee. The major objective of the project was behavioral: To what extent, if any, would teen-agers change in behavior (self-concept, attitudes toward parents, siblings, school and vocational goals) as a result of professionally planned and supervised learning experiences with pre-school youngsters?

Even the educational setting of the project had special behavioral overtones. Finland Elementary and Junior High Schools are located in a low-income neighborhood--not in plush suburbia. Many of the families are one-parent structures. Both husband and wife work in many situations. There is social distance between home and school--even suspicion and hostility. There is lack of communication among families. There is also a high incidence of vandalism; the two schools have recorded many illegal entries and thefts.

From the starting point (Pilot Phase No. 1 in 1967) neither the project innovator nor any of the staff had any pre-conceived notions that the Teen Tutorial Program would end in a sunburst of glory and revolutionize the public school approach to learning in the United States. Many of us who worked with project did realize, however, that here was an opportunity to demonstrate a different approach to the learning of teen-agers. Thorndike's old but effective construct was at the center of this approach, namely, if you want someone to learn something, arrange for him to do it, and then reinforce it.

Involvement of the learner (teen-ager) with a younger person (kindergartner) with whom he was working directly was another positive psychological consideration. Instead of the school doing something to or for the teen-ager, the effort was to help him help himself via the behavioral learning experience. Relating the ideas of the classroom to working with and understanding the kindergartner caused the school program to take on new meaning, a personalization of ideas and concepts for the teen-ager.

We hope school teachers, counselors, and administrators will find this publication useful. Parents of teen-agers may find some useful ideas which they can relate to their sons and daughters.

Acknowledgments

Preparation of even a small publication such as this involves a number of people. We are indebted to the following persons who helped develop this book:

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Columbus, Ohio
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THE
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Chapter I

THE ORIGIN OF THE TEEN TUTORIAL PROGRAM

By the early 1960's data showed that one in three Americans living in large cities was disadvantaged, an increase from one in ten but a decade earlier. Unless checked, this ratio would probably rise to one in two by 1970. Further, rural areas such as Appalachia showed a disturbingly high ratio of disadvantaged. Deeply concerned over the lack of achievement and high drop-out rate among children and youth from disadvantaged home environments, educators gave priority to study of the problem. Studies revealed that many of these children entered kindergarten and first grade ill-prepared to keep pace with their more advantaged peers. Further, as these children progressed through school, many became cumulatively retarded and frequently dropped out. Of those who doggedly finished high school, many were unable to reach anything approaching their full potential.

In an attempt to remedy this tragic waste of human resources, compensatory programs were initiated. Many of these are, of course, quite worthwhile. However, no matter how good such programs are, they can never entirely offset the damage wrought by educational deprivation during the critical first five years of life. Therefore, it seemed necessary to seek some means of preventing the deprivation that makes drastic remedial measures necessary. This search led us to the root of the problem; namely, the failure of parents and parent substitutes to meet the developmental needs of young children, a failure that stems either from ignorance of these needs or from ignorance and apathy concerning the damage wrought when these needs are not met. How might we break the cycle of successive generations of children so handicapped by serious language disability[1] and paucity of experience[2] that they are likely to become cumulatively retarded[3] and eventual drop-outs?[4] We thought it possible that this vicious cycle might be broken by educating young teenagers in human growth and development. Hopefully for these young teenagers the lock-step might be broken; their children might be better equipped for school life than they themselves had been.

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[1] Werner Cohn, "On the Language of Lower Class Children," School Review, XXVII (Winter, 1959), 435-440.

[2] B. Bernstein, "Language and Social Class," British Journal of Psychology, XI (September, 1960), 271-276, and Jerome Siller, "Socioeconomic Status and Conceptual Thinking," Journal of Abnormal Social Psychology, XLIV (November, 1957), 365-371.

The Problem

Our problem was that of developing a viable program which would have as its ultimate goal helping disadvantaged young teen-agers acquire information, skills, and values to enable them (when they become parents) to behave toward their children according to the best knowledge available. Development of such a program would require bringing together selected persons to work as equal members of a program-planning team.

Our immediate task was that of developing a frame of reference to guide the planning of the program. A major concern was to build into this frame plans for developing a program replete with experience that would capture the imagination and interests of disadvantaged young teenagers. The program should help them learn the fundamentals of human growth and development in a setting where they could make immediate applications of their learning and thereby derive a satisfying measure of success. It seemed that such a program might be developed by building into it provision for teen-agers to work with young children in a helping relationship under the guidance of classroom teachers.

Many disadvantaged teen-agers have become underachievers possessed of poor self-images. It seemed quite possible that their self-images might be improved if they realized that teachers considered them capable of helping young children. In other words, they might rise to the occasion and learn to perform in a highly satisfactory manner. If so, this would contribute further to building a positive self-image.

When we considered which groups of teen-agers and which groups of young children enrolled in the public schools might profit from such a relationship, we envisioned a plan whereby seventh graders might work in a helping relationship with kindergartners, eighth graders with first graders, and ninth graders with second graders. This plan would enable teen-agers to learn and make practical applications of their learning over a period of time long enough to establish the habit of thinking about needs and how to meet them. Since it would be very difficult to arrange funding for so extensive an experimental program, we revised the plan to minimal requirements. Revision placed the program at the seventh grade level. Rationale for this placement follows:

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[3] Robert J. Havighurst, "Urban Development and the Educational System," Education in Depressed Areas, pp. 24-45.

[4] Solomon Lichter et al., The Drop-Outs (New York: The Free Press, 1962).

- Boys as well as girls are interested in relating to young children.
- Boys and girls have a compelling interest in their own developmental changes and need help in understanding themselves.
- All may be reached before any drop out of school.
- Potential drop-outs might gain sufficient stature through participation in the program to prevent their leaving school.
- If the course is offered as an elective, it will not have the competition from extra-curricular and work-study programs that it would have if placed later in the school program.

Kindergarten classes were selected as the "learning laboratories" for seventh graders. Rationale for this selection was that:

- Kindergarten classes represent the youngest children generally included in the public school program.
- Kindergartens are usually less structured than the primary grades; therefore, they offer greater opportunity to observe uninhibited behavior, greater opportunity to study needs, and greater opportunity for young teen-agers to contribute a variety of helpful services.
- Kindergarten teachers are unable to provide much individual help; therefore, well-planned work with individual children would be an asset.

The frame of reference for the planning project included establishment of a planning area to serve as a combination materials center and work center. Here, the young teen-agers would find assembled together audio-visual equipment and both book and non-book materials to enable them to learn to choose and use these materials intelligently in their work with young children.

Many disadvantaged youth are not identified with any school group, they have no ties which give them a feeling of belonging. To provide the experimental seventh graders with a close group identification and sense of belonging, catchy identifying titles, Teen Tutor and Teen Tutorial Program were suggested.

Lack of parental cooperation and support of the aims and purposes of the school are often cited as contributing to the lack of school progress of disadvantaged children. When parents and teachers work at cross purposes and/or lack mutual respect and understanding, it is the child who suffers.

To summarize, the program to be developed would demonstrate a strategy for breaking the cycle of succeeding generations of children who reach school age annually so handicapped that they cannot cope with the demands of in-school experience because their parents or parent substitutes lack knowledge of their developmental needs. This program would involve three age groups, namely, disadvantaged seventh graders, kindergartners, and the parents of both other age groups. It would consist of three coordinated sub-programs: (1) a structured course in human growth and development and family living for seventh graders, (2) a teen tutorial program at the kindergarten level, and (3) a limited program to help parents understand the aims and purposes of the other two programs and to gain parental cooperation and reinforcement.

Personnel to be involved in planning this three-way program would include teachers, project supervisors, the evaluator, continuing consultants representing related disciplines, and such outside consultants as might be brought in when particular expertise was needed. The continuing consultants, all faculty members of The Ohio State University, would represent the following disciplines: psychology, social work, and home economics with special competencies in child development and family living. In addition to a full-time supervisor who would be a member of the local school system, provision was made for a part-time associate supervisor, a member of the Development Division, College of Education, The Ohio State University and creator of the basic ideas which led to development of the innovative program.

The teaching staff would be the most important members of the planning project team for they would create the learning climate and make the learning either an exciting and satisfying adventure or a dull, routine process. The teachers would be four in number: a teacher of home economics, a male social worker, and two kindergarten teachers. Both the teacher of home economics and the social worker would be expected to have worked successfully with underprivileged youths at the seventh grade level and their parents. It was stipulated that the social worker be a male who would provide seventh graders with a good father image since so many underprivileged children and youth either have no male parent or have one who provides an unfavorable father image. Although the projected program would involve only two kindergarten classes, two experienced kindergarten teachers would be needed since both would be expected to spend part of the school day working with seventh graders.

Nothing was explicitly stated regarding the fact that the teachers would be expected to assume responsibility for developing and otherwise promoting the values involved in the democratic way of life. In our experience we have found that many teachers talk about the democratic way of life but few among them create and maintain a teaching-learning climate which fosters and develops democratic values. It was our aim that in the course of the planning grant period the teachers would all perceive democracy as a way of operation in the classroom so that values such as respect for human personality and faith in the method of intelligence to solve human problems would be developed through the program's curricular experiences.

The essentials of the plan described here were presented to the South-Western City Schools; a cooperative arrangement between the school system and the College of Education, The Ohio State University was completed; and a planning grant was submitted and approved under Title III, The Elementary and Secondary Education Act of 1965.

Pre-Planning Arrangements

Selection of the Schools Involved - The Finland Junior High School District which includes Finland Elementary School located about 300 yards from Finland Junior High School was selected as the center for the Teen Tutorial Program because of the high percentage of disadvantaged in the district. Measured by P.L. 89-10 Elementary-Secondary Education Act of 1965, just slightly more than half of the District's seventh graders were considered disadvantaged.

Selection of the Staff - The South-Western City Schools Administration selected the project supervisor and team teachers from among applicants in the local school system. Substituted for the requested male social worker was a capable young woman. The three teachers, co-supervisor, evaluator, and three continuing consultants completed the project planning staff.

Planning the Program - When the program planning staff assembled, everyone in the group had already become familiar with the planning grant proposal. The staff cooperatively worked out a listing of the various tasks involved in planning the program. The listing was posted (additions were made from time to time) and the stage of each task was recorded for ready reference. Some tasks required constant full-staff consideration. Others were carried forward by sub-groups or small task forces formed to make most effective use of both time and individual competencies. The major tasks to which the planning group directed its efforts will be discussed separately. There is no way to convey adequately the fine working relationships developed among members of this team as they gradually became a closely knit peer group eager and willing to take on any job that needed to be done.

Criteria for Selecting Subjects Involved in the Study - The following criteria were used to obtain the sample seventh grade population: (1) the individual must qualify as disadvantaged according to P.L. 89-10, the Elementary-Secondary Education Act of 1965, (2) the individual must have an I.Q. of 80 or above as determined by the California Test of Mental Maturity administered during or following his sixth grade year, and (3) the individual must be free of any severe emotional or physical handicap as determined from teacher interviews and records and reports on file in the individual cumulative record folder.

From among the school's seventh graders 98 qualified as the sample from which 40 were selected as the experimental subjects. To eliminate the necessity of publicly identifying applicants as disadvantaged, an identification which might build an unfavorable attitude, a controlled-volunteer basis was decided upon. Further, opportunity to freely choose whether or not to participate in the program might build a favorable attitude. The procedure for selection of the subjects follows: The program was explained to all seventh graders. They were permitted to apply voluntarily after being told that only 40, 20 boys and 20 girls, could be accepted and that to be accepted the application must bear a parent's or guardian's signature. Selection was to be made from among the volunteers who had previously been identified as the sample. Screening procedures used follow: (1) there should be an approximate equal number of boys and girls, (2) there should be heterogeneity of I.Q. to obtain a possible indication of the effects of the program on persons of different intelligence, (3) there should be homogeneity on underachievers since the disadvantaged syndrome is that of underachievers, and (4) there should be heterogeneity of race insofar as possible.

Control subjects were selected from the seventh grade at Barrett Junior High School, Columbus, Ohio. Six criteria were established to match control subjects as closely as possible with the experimentals: (1) sex,

(2) race, (3) age, (4) I.Q., (5) occupation of parent(s), and (6) person with whom the child lives.

At the kindergarten level experimental subjects included all children enrolled in kindergartens at Finland Elementary School. Control subjects included all children enrolled in kindergarten classes at another elementary school in the District which drew children from home environments much like those which prevailed in the Finland Elementary School.

Recognition - Since the experimental seventh grade subjects were to be boys and girls who have seldom, if ever, received favorable recognition for school experiences, it was decided to provide each with a blazer bearing a TT insignia at a scheduled parent meeting sometime during the second semester. This practical item of clothing was agreed upon as both a mark of recognition and a token of appreciation for the performance of a service to the elementary school.

Development of the Three Interrelated Sub-Programs - Developing specific objectives for each of the three sub-programs, planning the content and basis procedures for accomplishing these objectives, and determining evaluatory measures appropriate for assessing the program were major tasks performed by the planning staff. Each of these important aspects will be discussed in subsequent chapters. However, it is appropriate here to indicate the subsequent phases of the project that were outlined for implementing and expanding the program.

I. The Pilot Study Phase (January-June 1967)
Included making indicated revisions and preparation for Demonstration Phase No. 1.

II. Demonstration Phase No. 1 (September-June 1967-1968)
Included making indicated revisions, preparation of manuals and personnel for the Demonstration Phase No. 2, Summer, 1968.

III. Demonstration Phase No. 2 (September-June 1968-1969)
Included making adaptations and revisions for the District's take-over of the project and phasing out the project, Summer 1969.

Evaluation - The basic objectives of the evaluation for the pilot phase of the project were: (a) to determine the extent to which the project objectives are achieved and (b) to develop a comprehensive record of project activities and events. The basic approach was to employ an evaluator to direct the evaluatory process and feed back information to the project staff for use in improving the on-going project. This person would be expected to work closely with the staff in defining and implementing the evaluation functions.

Both product and process evaluation were planned. Evaluation instruments and techniques both objective and subjective in nature were studied. Some instruments were selected from those commercially available; others had to be planned.

Adjusting Available Space and Program - When all personnel share a professional concern for experimentation directed at finding ways to improve the learning experiences of boys and girls, they are often agreeably surprised at how space and program can be adjusted. Space allocated in the junior high school included a classroom, an office partitioned to provide an office for the supervisors and an office for the project secretary, and use of the auditorium and/or vacant classrooms when the supervisor needed to meet with visitors to the project. At the elementary school the school library was cleared for the exclusive use of the project during certain periods of the day. The library was rearranged so that part of it served as combination teachers' office and project materials center and part of it served as the teen (a term adopted to indicate the experimental seventh graders) meeting room for planning and preparation for tutorial activities. Other areas shared jointly by the project and other groups included the combination assembly room-gymnasium, teachers' meeting room, and small rooms opening off both the principal's office and the library.

More recently a large classroom serves as a combination teachers' office, materials center, and work center where teens plan and prepare for tutorial activities.

Equipment and Materials - After the program had been planned and space allocated, equipment and materials required for implementing the program were determined and listed so that orders could be prepared as soon as approval for the Pilot Study was received. The list included furniture, audiovisual equipment, materials for Teen Tutor class instruction, and both book and non-book materials to be housed in the modest materials center. This listing along with itemized costs is included in copies of the *Pilot Study Proposal* submitted to Washington, August, 1966 and also in *The Teachers' Guide to the the Teen Tutorial Program*.

Materials Developed to Implement the Program - A handbook, *The Teachers' Guide to the Teen Tutorial Program*, was prepared for the guidance and direction of the team teachers who were actively involved in its planning and preparation. It contained the objectives and basic outline for achieving each objective of each of the three sub-programs, some suggested classroom activities and learning experiences, and a list of a wealth of both book and non-book materials of instruction either to be purchased or obtainable on loan locally. Also included was a bibliography for teachers.

Sections of this book were duplicated for use with other groups. The section, "Teen Tutor's Introduction to the Kindergarten Program," prepared by the kindergarten teachers was bound separately for distribution to the young teen-agers. Also bound separately was the "Handbook for Parents of Kindergarten Children," a part of the section titled "The Education Program for Parents." Copies were prepared for distribution to parents of the young children.

Other Noteworthy Activities - To implement some of the tasks previously discussed some outside consultants were brought in. For example, Dr. Irvin J. Lehmann, Office of Education Services, Michigan State University, spent two days with the group considering all phases of the project as they related to the evaluation design. At this time he emphasized the importance of subjective data in evaluating a program of the nature of the Teen Tutorial Program.

To obtain widespread involvement of educators in the District and to seek their thinking on some of the problems encountered in the planning, an Advisory Council was established. Non-public school educators were active members of this group.

Chapter II

EDUCATIONAL SETTING

Before application for The Planning Grant was made, the schools to be involved in the proposed project had to be identified. The nature of the project required that the schools should draw a sizeable portion of their populations from underprivileged home environments. The projected program required that both the team teachers and the seventh grade students move back and forth between the elementary and the junior high school. Therefore, the selected schools should be located close together. The project proposed maintaining a demonstration situation; therefore, if possible, participating schools should be readily accessible from main thoroughfares that cross the state. To accommodate such a program and its visitors would require re-allocation of space and special scheduling in both buildings. Further, since plans included production of a sound motion picture, film making crews and their equipment must also be accommodated. Finally, in order that investigators have opportunity to assess the values inherent in the program, it should be conducted in buildings staffed by principals who were sympathetic to its aims and purposes and willing to lend it their support.

Finland Elementary School (population 438) and Finland Junior High School (population 918) both relatively new buildings located some 300 yards apart on Finland Avenue, met the several requirements admirably. These schools are but a fifteen minute drive from downtown Columbus, Ohio.

The fact that the two schools were a short drive from The Ohio State University, located on the north side of Columbus, was an advantage in that the consultants were from that campus. From a time standpoint, it was convenient for the consultants to visit the Finland schools, attend project staff meetings, and relate to teachers and parents. Moreover, since the film was produced by The Ohio State University's Department of Photography, the close proximity to the schools enabled the producer and his staff to move film equipment back and forth to the campus and to become an integral part of the project.

Closeness to the University resources was an advantage in developing the parent program. Numerous speakers were brought to the project from various areas of the University, e.g., guidance, social work, home economics, and physical education.

The principals of both schools were approached at the same time to determine their interest in the project. Their questions, comments, and suggestions indicated both interest and willingness to give the project their administrative support.

South-Western City Schools with central administrative offices located at Grove City, Ohio, covers the largest area of any school system in the state. It ranks seventeenth in population. There are 17 elementary schools, four junior high schools, three high schools, a technical high school, and a school for emotionally disturbed children housed in one of the high schools. Additional buildings are under construction since the annual increase in school population is approximately ten per cent.

The school system which offers an unusually wide range of school services was the first in Ohio to offer classes for the emotionally disturbed at both the elementary and secondary levels. Further, it was among the first school systems in Ohio to undertake a program of elementary school guidance and counseling. In addition, the usual quota of school nurses, counselors, and psychologists serve the schools.

The two schools immediately involved in the experimental program are peculiarly situated. On one side, their spacious grounds are bordered by a wooded area which contrasts sharply with the large stone quarries, trucking firms, and meat packing industries located in the immediate vicinity. The school community lacks both cultural and recreational facilities. Although the schools are located adjacent to metropolitan Columbus and but fifteen minutes from the city, many students have had limited, if any, experience with its many cultural resources. Further, the social and recreational life of students offered by the schools is restricted by the fact that they are drawn from so wide a territory that most of them are transported by bus.

The population served by these schools is predominatly white. Less than four per cent of the population is Negro. The adult population, made up principally of civilian laborers, is fairly mobile. The median education of the adults 25 years and over is 10 years. The median family income of $6,600 is less than anywhere else in Franklin County of which the city of Columbus is a part. Eleven per cent of the families in the district have annual incomes of less than $3,000.

Chapter III

STAFFING THE PROGRAM

The success of a program depends a great deal on the quality of the staff responsible for its implementation. An experimental program is especially vulnerable if staff members are not all professionally qualified. This chapter more than the others reflects the gap between what happened and what should have taken place.

Selecting the Staff

Since the Teen Tutorial Program was a part of the school program of the South-Western City School District, the staff had to be professional personnel who were employed by the District. The personnel problem which plagued the program throughout developed largely because staff were recommended to the program rather than selected for the program. Posting and circularizing a list of staff positions for a new program and asking for volunteers is inviting trouble. This procedure encourages those who are unhappy or those who are not succeeding as teachers or administrators to escape to any new opportunity that presents itself. Usually the best people have to be identified and recruited.

Through Demonstration Phase No. 1, the staff consisted of the supervisor, an associate supervisor, a school social worker, an home economics teacher, and two kindergarten teachers. Later as the program changed and expanded staff changes were also made. The consultants who were involved directly in many staff meetings and staff decisions will be discussed later.

Importance of Selecting - The importance of selecting staff is illustrated by the problem of securing a well qualified person for supervisor. The associate supervisor who conceptualized the program idea and wrote the planning grant had to accept someone recommended for the position rather than select the best qualified person available. This position of supervisor was intended to be the key leadership role in the program. Each of the first two supervisors was totally unsuitable for the job even though he had had public school administrative experience. Each lasted only a short period of time. Even so, their effect on the program was negative. On each occasion, the associate supervisor, with but a third of her time allocated to the project, found it necessary to perform her role as well as that of the supervisor. But more important than this double burden, was the concern about what new crisis would develop daily as the result of some hasty decision made by the supervisor.

Criteria - Three criteria were developed for selecting staff. Although these were not entirely operable, they are suggested for anyone considering a similar program. These criteria are: (1) selecting rather than accepting personnel assigned by someone outside the program, (2) compatible personalities who can relate to each other on a staff basis, and (3) representation of both men and women. The first criterion was not viable because recommendation rather than selection operated for the most part. The point needs to be emphasized, however, that only the best qualified personnel should be considered for an important experimental program. Only successful classroom teachers or administrators should be identified for the selection process. Personnel who have not succeeded elsewhere will not succeed in an experimental program. Selecting rather than recommending is one way to assure program success.

Second, this particular type of experimental program requires staff who can relate to each other with a minimum of friction. The need for positive interpersonal behavior is especially critical for the team teaching operation. One may be a highly regarded classroom teacher or administrator and yet not be able to work well with others in a staff relationship. Not only are the interpersonal relationships among the staff important, but the staff must be able to relate easily to boys and girls (kindergarten and seventh grade) and to parents.

Third, another criterion was that of having both men and women represented on the teaching team. This criterion was not possible to implement at the beginning of the project due to the lack of selection. It was not until the last phase of the project that it was possible to have two young men on the teaching team.

Staff Developments

Staff Changes[1]- Inevitably as the program was changed in several aspects and was expanded several staff changes were also made. During Demonstration Phase No. 1, the teaching team of four members worked with two sections of Teen Tutors (20 seventh graders in each section) and two kindergarten sections of 25 each. During Demonstration Phase No. 2, the decision was made to increase the Teen Tutor sections to three or 75 students. This change prompted the addition of a third kindergarten section (a total of 75 kindergartners) to serve as a laboratory for the additional group of seventh graders.

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[1] See Appendix B for the professional staff for Demonstration Phase No. 2 (1968-1969).

Since the 1968-69 demonstration program involved a new group of seventh graders and another kindergarten section, the teaching team was increased from four to six members. This team was responsible for the three groups of experimental seventh graders whose learning was focused on the newly structured social studies course and the three kindergarten groups which served as the laboratory.

In the new composition of the six member teaching team, a male counselor replaced the social worker; a male social studies teacher was added to work with the home economics teacher to integrate the social studies course and the Teen Tutorial Programs into one course; and a third kindergarten teacher was added to the team to teach the new kindergarten section. The decision was made to replace the social worker with a male counselor because there seemed to be a greater need for the latter; moreover, the counselor due to certification requirements was a trained teacher while the social worker was not.

The fact that two young men were a part of the teaching team seemed to have a psychological influence on the Teen Tutors. Whether it was the male influence or not, fewer disciplinary situations occurred than was true with the earlier staff. Since many of the seventh graders came from homes where no father was present or his influence was negative, the addition of young men to the staff seemed to be a positive force.

Staff Learning - One important discovery turned up almost at the beginning of the project. The fact that specialists in the junior high school program were working with kindergarten teachers was a unique learning experience for both groups. At first the kindergarten teachers as well as the junior high school staff regarded each other in a puzzled, detached way as though they realized they were working together but could not believe such an experience was really taking place. Each member of the teaching team regarded the other with some degree of awe. The junior high school staff, for example, felt very comfortable in working with the teen-agers but felt out of place as they observed how the kindergarten teachers related to the kindergartners and planned the activities of the teen-agers so that several of them could undertake different projects at the same time in the kindergarten room. At times the buzzing groups of different activities must have seemed a bit unusual to every one. How often does one find teen-agers relating to small children in a planned and meaningful way?

On the other hand, the kindergarten teachers realized that they were dealing with adolescent behavior in addition to their regular classroom activities which caused some insecurity at first. One kindergarten teacher commented, "I have never worked professionally with teen-agers except my own children. I might as well learn more about them." Not only did she learn to be very effective with teen-agers as she supervised their work with the kindergartners, but her leadership ability was so noticeable that she became the coordinator for the revised program for 1969-1970.

Perhaps some of these developments could have been predicted, but there was one positive gain which had not been planned. During the second stage of the project development a young unexperienced kindergarten teacher said, "As a result of working closely with an able, experienced teacher, I think I have learned more in two months than I might have done otherwise in the entire semester. I can go to her with a question and get an immediate answer without a formal appointment."

Although the membership of the teaching team changed, the concept of various professional staff working together to make it possible for the Teen Tutors to enter into a helping relationship with the kindergartner youngsters remained the same. No member of the team during the entire project had had previous experience in a cooperative teaching program. Perhaps this lack suggests the need for a change in the professional preparation of teachers.

Concept of Team Teaching

Responsibilities - The concept of team teaching is more than putting together the several competencies of different individuals. Each member of the team is not only responsible for his specialty, but he needs to explain and interpret for the benefit of the others. Each has to understand how his function affects the other contributions. Not only is there conceptual material to consider, but the supervised activity of the Teen Tutors with the kindergartners must fit into the objectives and emphases of the professional kindergarten program. To make the instructional mix more complex is the fact that the team members must also relate to the parents of both groups, kindergartners and teen-agers, and be able to interpret to all parents what is taking place and why.

Required Competencies - Because of this complex set of elements, each member of the team must be a well adjusted professional who can take constructive criticism, accept the fact that another's idea may be better than his own, and be responsible for more creative approaches than would be true if he were solely responsible for a limited area. Competence in subject matter or social learning is a must, but the ability to adjust to a changing situation and maintain a positive relationship with the other members of the team is very essential. Probably some teachers would find the team relationship a frustrating experience. See Appendix E, Part III for team teachers' own comments.

Additional Organizational Aspects

Consultants - Three other aspects closely related to staffing the program proved to be very important. First, was the consultant group who were budgeted in the project and started relating to the program and the problems as members of the Project Planning Team, Summer, 1966. While the consultants were chosen primarily for their competence in disciplines closely related to major areas in the project, of prime consideration were their genuine interests in the potentialities of the basic idea and their individual abilities to relate well to people and operate democratically as members of a working group. Throughout most of the stages of the project which ended August 31, 1969, three of the four consultants continued as a nucleus group. Not only did they help on an individual basis, but they also met regularly as a part of the Advisory Committee and often with the project supervisors. Dr. Marie Dirks represented Home Economics; Professor Wilametta Sisson contributed her experience in Social Work; and Dr. Collins W. Burnett represented the areas of Psychology and Education. The fourth consultant was Dr. Jay Lowe who represented Sociology and served competently as the evaluator during most of the project.

The Advisory Committee - A second aspect was that of the Advisory Committee which consisted of the teaching team, the supervisor, the associate supervisor, the consultants, representatives from the central administrative office, the principals of both schools involved in the project, and members of two parochial schools in the South-Western School District. For the most part, the Advisory Committee functioned as the name suggests, raising questions, discussing problems and issues, suggesting changes, and reacting to program planning. Without a doubt the Advisory Committee spent more time in planning and reacting to the film which was photographed during the Demonstration Phase No. 1 (1967-1968 and completed 1968-1969) than any other single development. At times there was disagreement or even a temporary rift, but on the whole the Committee functioned well in making a major contribution to the project.

Central Administrative Staff - A third important aspect was assistance from the central administrative office. At least one and sometimes several members of the central staff attended the Advisory Committee meetings. Mr. Jack Bott who was assistant superintendent for curriculum during the Pilot Program and Demonstration Phase No. 1 was very interested and very helpful. He attended many project staff meetings. After he resigned to accept another position, Mr. Bernard Esporite related to the Teen Tutorial Program. Mr. William Senft who coordinated the several projects funded by the U. S. Office of Education was most helpful in checking and finalizing project proposals and continuation grants, completing negotiations for funding, and assisting with financial and other details that were a part of the project.

Not only were central administrative staff involved in the Advisory Committee, but they were called on frequently to clarify budget, arrange for satisfactory room space, and expedite some purchase request. Regrettably they were unable to become involved in parent meetings and Teen Tutor functions.

Chapter 4

OPERATIONAL DEVELOPMENT

To understand the operation of a particular educational program, it is necessary to know the philosophy, objectives, and assumptions on which it is based. Therefore, we consider these matters before describing the operation of the Teen Tutorial Program.

Philosophy

Despite the fact that freedom is our most cherished possession, much of the family living and much of the school learning in our country do little to implement democratic living. Often both family life and school life operate so autocratically that boys and girls have few opportunities to develop the competencies and skills, attitudes, interests, and knowledge needed by citizens of a democratic society.

A critical review of typical home experiences of boys and girls reared in disadvantaged environments reveals that they afford few opportunities for learning such basic democratic behaviors as respect for the worth and dignity of human personality, using freedom wisely for their own good and for the welfare of others and using the method of intelligence in solving problems. In fact, it is disregard for the democratic values that these behaviors exemplify that creates some of the problems of the disadvantaged. For example, when a child is reared to obey commands but denied opportunity to reason why, he is denied experience in learning to become a self-directing, self-reliant person whose actions are guided by analyzing the situation in which he finds himself and developing solutions to the problems before him.

During the planning of the experimental program there was little explicit delineation of its underlying philosopy. Perhaps this was so because members of the planning staff were so committed to a common philosophy. It was their respect for the worth and dignity of the individual, their faith in the method of intelligence, and their dedication to the process of working together for the common good that made them eager and willing to undertake planning the experimental program. Democratic living was this group's method of operation.

Objectives

The main objective of this project was to develop and demonstrate a strategy for helping young teen-agers (1) understand and cope with their own developmental needs now and in the years immediately ahead and (2) understand and meet the developmental needs of their own children later when they become parents.

The specific objectives of the project were:

a. To provide a course in human relations and family living that will develop thoughtful and knowledgeable young teen-agers who view meeting the developmental needs of children and family living as important aspects of adult life.

b. To provide additional staff and change the curriculum of some groups of seventh graders to permit them to participate in the experimental program.

c. To provide additional staff and change in the kindergarten program in specified elementary schools to permit teachers of these kindergartens to participate in the experimental program.

d. To provide increased services of specialists in discovering and assessing the needs of pupils and planning educational opportunities which are appropriate for the pupils' social, emotional, physical and intellectual development.

e. To provide a sufficient quantity and variety of learning materials appropriate for use in kindergarten to enable the Teen Tutors (seventh graders) to become familiar with a wide variety of learning materials and learn to use them effectively when participating as tutors in the kindergarten classrooms.

f. To provide a program of parent education for both the parents of Teen Tutors and parents of kindergartners involved in the project.

g. To provide constant evaluation and utilize results for the improvement of the program.

h. To provide opportunity for teachers, student teachers and other interested persons to observe the program.

i. To provide a means of disseminating information about the program effectively.

j. To provide opportunity to compare the Teen Tutors with comparable groups who have not been offered the experimental treatment.

k. To provide opportunity to compare results of the Teen Tutorial Program when carried on with educationally disadvantaged students and when carried on with educationally advantaged students.

Assumptions[1]

The assumptions on which this proposed project is based follow:

The first assumption is that the inability of educationally disadvantaged parents to provide appropriate emotional security and intellectual stimulation (and otherwise meet the developmental needs of their children) especially during the critical years (0 - age 6) has so handicapped these children that they are unable to cope with the demands of early in-school experience. Consequently, these children are unable to keep pace with their peers unless given special preschool training (Head Start) followed by other programs of remediation. These remedial programs can never compensate for the inability to develop to their full potential during the pre-school years and for the continued lack of guidance from parents.

A second assumption is that the inability to meet the developmental needs of children which permanently handicaps the affected children's progress in school, while most widespread among that portion of the population identified as educationally disadvantaged, is not confined to that segment of the population but extends in varying degrees to all segments of the population.

A third assumption is that parents and other adults responsible for the rearing of children must have a basic working knowledge of human development with special emphasis on meeting the needs of children during the critical formative years from birth to age six. In order to comprehend the developmental needs of children, these adults must have a broad understanding of the child, how his learning occurs, how he grows and interacts with his environment. Before persons reach the stage of becoming parents, they must become conversant with the basic concepts of child development and have opportunity to relate

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1. Quoted from pp. 4-6 "A Proposal to Create and Implement 'A Teen Tutorial Program': A Model of Interrelationship of Seventh Graders, Kindergarten Pupils and Parents, to Meet the Developmental Needs of Disadvantaged Children."

these concepts to situations involving children of various age levels.

A fourth assumption is that the teen-agers need a healthy concept of personal and family development for their own fulfillment as well as for their future roles as parents.

A fifth assumption is that the education necessary to equip individuals for their future roles as parents or parent substitutes, must be provided as a regular part of their public school education as are other aspects of education deemed necessary for both individual development and the common good. To be most effective, such education must be provided at an age (1) when students are interested in human growth and development, (2) before they reach the age that work-study programs and the like, are introduced into their schedules, and (3) before they reach the age when dropouts are frequent.

A sixth assumption is that learning is more rapid, more meaningful and more lasting when information is presented concurrent with the opportunity to put it into practice.

A seventh assumption is that the young teen-agers engaged in a specially designed program of child development and family living can contribute significantly to the kindergarten program by serving as supervised assistants.

An eighth assumption is that the participation of the seventh graders in the kindergarten program will promote more rapid socialization of the kindergarten children, especially in language development and creativity.

Operation of Demonstration Phase No. 2

Demonstration Phase No. 2 was in operation during the third and final year of the project by which time the Teen Tutorial Program had become stabilized and was staffed and carried on in a highly satisfactory manner. Persons interested in details concerning the Pilot Study and Demonstration Phase No. 1 are referred to copies of the project reports.[2]

Pre-planning Activities

Project plans for this year called for sufficient expansion of enrollment to make possible a study of the program's effectiveness on advantaged and middle-class teens as well as on disadvantaged. Such expansion required additional staff. It was recommended that a male social studies teacher be added. To date no social studies teacher was on the team, yet the program was offered as an alternate to the regular seventh grade social studies course. Further, some aspects of the study of world cultures included in the regular course could add desirable dimensions to the study of human development and family living. The newly-designated team consisting of six members was described in Chapter III.

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[2] Reports and their sources are listed in Appendix I.

During the summer the program was reviewed and revised so that the course in family living and human growth and development would include consideration of cultures and ethnic groups from other parts of the world. Revisions were made in the *Teachers' Guide to The Teen Tutorial Program*, and *The Teen Tutor's Handbook*, brochures were prepared, additional prints of the sound color filmstrip were obtained to meet demands for loan and a workshop was conducted to enable team teachers to approach the year's work familiar with the program and well-prepared for the task ahead.

Readers will recall that the program consisted of three interrelated sub-programs which were carried on simultaneously. Of the three sub-programs, the seventh grade program was the major program implemented by the kindergarten program and the parent education program.

The Seventh Grade Program

The Students Involved - The seventh grade program included 75 experimental subjects composed of 25 teens identified as definitely disadvantaged, 25 identified as definitely advantaged, and 25 identified as belonging to the large group that lies somewhere between the other two. The 75 teens were randomly assigned to three class sections which met for 90 minutes daily. Each section was paired with a kindergarten which served as its child study laboratory.

Teacher Planning and Preparation - Just as had their predecessors, the teachers met together daily to coordinate plans and activities to provide a smooth-running operation geared to the needs, interests, and abilities of the teens. The kindergarten teacher who had previously served the project shared with colleagues helpful information which previous teams had learned from experience. The supervisor met at regular intervals with the teaching team. The associate supervisor, evaluator, and consultants attended some planning sessions. Also they visited classes and followed visits with discussion with teachers who sought such follow-up.

The Course - The course content was flexibly organized in a number of interrelated units. The term unit indicates that special emphasis was given to a particular area at a particular time. The units are not considered as discrete. Understanding of a particular area is cumulatively broadened and deepened by appropriate references to it during the study of subsequent units.

Reference to the Teacher's Guide to the Teen Tutorial Program shows that the content of the course was broken down into the following units: child development, family living, personality development, health education, social problems of teen-agers, consumer education and social services.[1] There is no prescribed sequence of the units with the exception of the first. The "Unit on Child Development"[1] was placed as the first unit to be studied for it helps seventh graders understand kindergartners and prepares them for working with kindergartners in a helping relationship. As particular aspects of some units are studied within the framework of the students' own culture, they are also considered within the framework of other cultures of the world.

Study-Discussion Activities - For purposes of discussion seventh grade activities may be considered roughly in two interrelated clusters, study-discussion activities and tutorial-related activities. The study-discussion activities were centered in the group's junior high school classroom.

Study trips, film, filmstrips, charts, graphs, maps, people from both the community and distant lands, specialized school personnel, and book-type materials were all sources of information and ideas gathered and discussed by the young teen-agers. New concerns as well as new information stemmed from use of these resources. For example, after visiting Franklin Village, a children's home located in the program-based junior high school district, the teens wanted to do something for the children housed there. When they learned that birthdays were not celebrated at the Village, the teens made the necessary arrangements and took over responsibility for making and delivering cakes to supply each child's cottage with cakes (four in number) for his birthday celebration. The teens derived as much satisfaction from this special service as did the recipients.

As teachers and teens shared common problems and worked toward common goals, the teachers helped young teen-agers learn to talk and work together in a spirit of mutual respect and trust. The teachers recognized that teens need to know what teachers respect and what they expect and also that teens want to have a voice in matters

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1. See Appendix C for scripts from these units.

that concern them. Therefore, teachers discussed with teens expectations linked closely with values. Some teens had become so conditioned by authoritarian demands linked closely with harsh discipline that early in the year their isolation was essential at times to prevent infringment on the rights and privileges of others.

Changing attitudes and values required patient understanding on the part of teachers to help the teens think of each day as a new chance to show greater maturity and self-direction. Students tend to live up to expectations, therefore, when expectations were perceived as both positive and attainable, even the most difficult cases tended to respond and grow in self-control and self-direction. The teachers recognized that teen rebellion is not an act of defiance but rather a search for personal identity, a stage in teen development. As the teens learned more about their own growth and development, remarks such as the following by a teen-age boy were not too unusual:

> I know I gave you lots of trouble for awhile and I'm sorry now. I knew you were trying to help me but I just didn't want to be helped then.

Tutorial-Related Activities - The tutorial-related activities were centered in the elementary school, preparation was usually made in an elementary classroom equipped as a combination work center and materials center. Observing the needs and behavior of young children took place in the kindergarten classroom.

Experiences in observing, relating to, reading about, and discussing five year olds helped teens to recognize that the young child is working at growing when he moves into a play group or shares and takes turns. Further, these experiences helped the teens realize that young children are growing in understanding of themselves and others when they pretend to be everything ranging from wild animals, giants, and fairies to firemen, storekeepers, bus drivers, and parents. Also, experiences with young children help teens learn to take cues from children's questions and comments and direct their natural curiosity to finding answers to meaningful questions. One teen summed it up thus:

> Those little kids aren't dumb. They can ask ever so many questions. And they can think out answers, too, if you help a little and don't spoil it by telling them.

The Tutorial Experience - The tutorial experience was the most popular aspect of the program. Even the most rootless, unconnected, and irresponsible teen rose to the occasion and acted responsibly when helping a kindergartner. Actually, this is not surprising for working in a helping relationship with kindergartners satisfied the basic human need to be needed, to be of service to others. When teens were serving kindergartners, life seemed to take on new meaning and satisfaction. The performance of such needed services furnished further motivation. Of the experience, teens have made these comments:

> It makes me feel wanted. It makes me feel real good and it helps me want to do more. It gives me a feeling of independence and maturity.

Early in the term each teen identified a kindergartner who became his special client for the year. This arrangement permitted development of a warm friendly relationship between teen and client and provided opportunity for the teen to follow closely one young child's needs, interests, and growth pattern. At the end of the school year a male teen said to one of the teachers:

> You know it's going to be hard to say good-bye to the kindergartners. You get attached to them. It's like a responsibility, it should keep on somehow. I'll sign up to work with first grade next year.

The nature and scope of the activities which a particular tutor planned and conducted with his kindergartner(s) depended on both the needs and interests of the kindergartner(s) and the creativeness and perceptiveness of the teen. Tutorial activities included reading aloud, helping to solve a construction problem at the work bench, teaching a game, helping the child explore the outdoors or experiment with an activity new to him. Tutors also helped children develop skills in using their five senses, practicing safety measures, and overcoming speech problems.

Supervision of Tutorial Responsibilities - Visitors to the tutorial program frequently commented about the mature manner and skill demonstrated by young teen-agers as they carried out their tutorial responsibilities. Following his visit one educator remarked:

> I certainly wasn't prepared for the transformation in those seventh graders! One minute (on the walk between buildings) they were just a bunch of noisy, fast-moving kids. Then, with the kindergartners, they were all business, each engrossed in helping his kindergartner. They tackled the follow-up evaluation with interest and objectivity. Tell me more about how they acquired these skills.

These skills are the result of a carefully conducted program of supervision in which kindergarten teachers played a major role. Small groups of seven or eight tutors made scheduled visits to observe in the kindergarten classes after which a kindergarten teacher met with them to discuss their questions and further interpret what they had observed. Also, a kindergarten teacher met with small groups to help with planning tutorial activities. To provide adequate space for these activities, use was made of whatever desirable space was free to supplement kindergarten facilities. Each tutor's plan included where he would work and what he planned to do with his kindergartner(s). Tutors called for and returned kindergartners to their classroom.

The tutorial responsibilities of members of an entire class group were carried on simultaneously. This arrangement freed both seventh grade teachers and the kindergarten teacher to observe the seventh graders as they worked with kindergartners either on a one-to-one relationship or one tutor with a small group of the younger children. The tutorial experiences were followed up immediately. The class group assembled in three small groups each led by a team teacher. This arrangement provided opportunity for the teen-agers to analyze the effectiveness of their procedures and to discuss problems experienced and alternate ways of solving them. The small groups made possible involving all members and completing the evaluation while interest was high.

Extension of the Program - The tutorial experience was planned as an integral part of the seventh grade social studies course. It was not intended that the eighth and ninth grade experience should be compulsory. During the Pilot Study, first grade teachers requested tutors. A plan was developed whereby some eighth graders who had been in the tutorial program as seventh graders could work with first graders during periods that would otherwise be spent in study hall. The plan worked so well that it has been continued.

Although the staff suggested at no time that the entire school program, K-12, be reorganized according to the Teen Tutorial plan, there may be the need for such an approach. Psychologically such a plan or a similar one does have some merit. Whenever there is a school-parent program, the parents no longer regard the teachers and the administrators with suspicion or even hostility. The parents of the Teen Tutors shared in some of the attention and recognition which their seventh graders received for doing a good job with the younger children. The parents of the latter group identified with the school because of the effort that was being made to help the kindergartners learn effectively. The teen-agers viewed the school as a positive and even exciting place where they entered into an important role of responsibility.

Recognition - Persons closely connected with the Teen Tutorial Program felt that the young tutors, many of whom had never received much favorable recognition, would profit from the experience. Parents were invited to an evening meeting where they proudly looked on as each tutor was presented with an inexpensive plaque. It is suggested that in situations where tutoring may be continued on a volunteer no-credit basis, a different token of recognition be presented for each semester or year of service.

The Parent Education Program

It was common knowledge that attendance at parent-school functions at the program-based schools was usually very light. Therefore, the project staff recognized that building a viable program for and with parents might be a slow process. During the pilot stage, parent attendance was disappointing. It increased considerably during the first year's demonstration and reached gratifying proportions during the second year.

There were two groups of parents involved, the parents of seventh graders and the parents of kindergartners. At times all parents met as a single group for the whole or a part of a scheduled meeting period while at other times separate meetings were scheduled for parents of the different age groups.

Objectives of the Parent Education Program follow:

- To help parents build a more favorable impression of the school and what it seeks to accomplish, to stimulate more active participation in the school program, and to seek parent cooperation in reinforcing the aims and purposes of the program.
- To give parents a better understanding of the developmental needs and behavior expectations of children of different ages with emphasis on the 12 to 14 year age group for teens' parents, and the five-year-old for parents of kindergartners.
- To emphasize the ways the seventh graders can contribute to the kindergartner's development when both age groups have need for affection, two-way communication, social and intellectual stimulation, a favorable self-image, and positive guidance rather than negative direction.
- To build awareness of the services that health and welfare agencies offer, and to explain procedures for making use of these services.
- To promote more satisfying family relationships to improve parent roles.

The Kindergarten Program

Three kindergarten classes were housed in the program-based elementary school. The program was essentially the same as in other kindergartens in the school system except for the tutorial relationship with the seventh grade. The possibility that the relationship might be over-stimulating to the kindergartners was investigated. Study of the situation showed that the kindergartners suffered no ill effects. In fact, they thoroughly enjoyed the relationship and made positive gains from it.

Features of the Program

The parent education program was more than a series of meetings. All members of the staff were involved in planning and implementing the program which consisted of several features.

Home Visitations - Teachers made two scheduled visits to the homes of their students. The first visit was made just prior to or during the early weeks of school. The second visit was made during May and served as a means of informal evaluation. To arrange a time for the visit, teachers telephoned or when there was no telephone in the home, wrote notes. Parents appreciated this courtesy which made it possible for them to be prepared to greet the teacher.

Even the most apathetic and hostile among the parents seemed impressed that their child's teacher was taking time to get acquainted and seek parental help and cooperation. Many parents seemed surprised that teachers thought parents could play an important role in implementing the school program.

The teachers felt that these visits were most worthwhile. They helped them to understand both the child and his family, to make the first parent meeting a friendly, enjoyable experience, and to establish a viable home-school relationship.

Scheduled Parent Visits - Even the most interested parent may hesitate to visit his child's junior high school classes for fear the visit may make the young teen-ager a target for ridicule. By designating and publicizing a particular week early in the term as Parent Week and involving both Teen Tutors and kindergartners in the planning, the staff hoped to interest both parents and students in parent visits. Invitations issued to parents included the information that a few tutors would be available to care for children between the ages of one and five for whom parents were unable to make other arrangements. Parents attendance was gratifying and students were proud when their parents were among the visitors.

Baby-Sitter Service - The baby-sitter service offered during the week of parent visits was a regular feature of the scheduled parent meetings held in the evening. Tutors volunteered for this service which was carried on under supervision by a kindergarten teacher and many parents took advantage of it.

Scheduled Parent Meetings - These meetings included both evening and daytime meetings. To attract and hold parent interest, both content and format of meetings were varied. Program content was relevant and the meetings were conducted with an informality that encouraged active involvement of parents. That these techniques helped the staff to build a strong parent program is borne out by the comments made by a parent of a teen-ager at the final meeting of the 1968-1969 school year when she said:

> I've attended every meeting this year. And you know every time I was afraid it just might turn into the monotonous P.T.A. routine. Happily it never has. I think that's the reason there's been such a splendid turn-out. You've helped us think together, learn together, and enjoy being together. And I'm grateful.

On occasions, the evening meetings featured speakers skilled at promoting discussion so that many parents became involved. These programs were devoted to career planning, community services, and sex education. Parents freely discussed child development films and family situation plays presented by a skilled college drama group.

Daytime meetings centered around problems of particular interest to the mothers who attended. Occasionally, persons from the school system's special services and from community agencies met with these groups.

Other Features - Other features of the parent program, namely, the involvement of parents in the teens' program and the establishment of a paperback library for parents supplemented by a listing of pertinent references in the local library reached only a limited number of parents. Nevertheless, these features had far-reaching effects on some parents and the parent involvement in classroom activities did enrich the program of the teens.

Chapter V

OUTCOMES

To verbalize positively about "goodness" or benefits of an innovative development in the junior high school curriculum such as the Teen Tutorial Program, is not enough. Evidence needs to be submitted to indicate to what extent, if any, the experiment accomplished its objectives. Inasmuch as a classical design was used in this project (pre- and post-testing with experimental and control groups), what significant differences were there at the end of the school year (1968-1969) on the basis of the treatment?

The researchers realized from the beginning stages of conceptualization of the Program that the evaluation design would be on the traditional horns of a dilemma. On the one hand, hard data[1] from such objective measures as the California Test of Personality and the Self-Concept Test are open to question in terms of validity and reliability of the measures.

On the other hand, the use of informal evaluative techniques such as teachers' or parents' perceptions of changes in behavior are questionable because of their subjective nature. Soft data usually lack the magic of hard data.

There was still another complication in evaluating this Program, namely, that of dealing with the latent effects. The latter are always an important consideration when one is dealing with molar behavioral learning outcomes or life outcomes. For example, if one wanted to determine effective learning for boys majoring in a high school program of vocational agriculture he would be concerned about how well they applied concepts of scientific farming. Five years after leaving high school was each boy with this background able to produce more bushels of corn per acre and more pigs per litter than his counterpart who had not majored in vocational agriculture?

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[1] The authors want to express their appreciation to Dr. Irvin Lehmann, Michigan State University, for processing and interpreting the test data.

Although the findings of the present study may not appear to be too encouraging, it is very conceivable that the results of the Teen Tutorial Program will not become evident for some period of time. For example, if in ten years, it is found that the Teen Tutors have a more positive attitude toward children, have a better self-concept, and are better adjusted in contrast to their counterparts who were not involved in the program, this in itself would be a positive indication of the effectiveness of the program. However, only time will tell. The only thing to be remembered here is that the program should not be judged solely on the basis of the objective data.

Objective Data

Perhaps this is the time to mention that although the research design required the pre- and post-administration of a battery of inventories this important time consideration was inadvertently overlooked in one instance during Demonstration Phase No. 2. The Objective Test was not administered until after a considerable portion of the material on the child from birth to age six had been taught. The Test dealt extensively with this subject matter. Therefore, in this instance testing consisted of an immediate and a delayed post test.

Description of the Population - During the summer of 1968, 75 experimental seventh grade subjects were selected and matched for age, sex, IQ and socio-economic status with subjects from Norton Juniot High School, to serve as controls. Only those subjects (experimental and control) for whom both pre- and post-test scores were obtained were considered eligible for the study or a total of 60 Ss Es and 60 Ss Cs consisting of 27 males and 33 females in each group. For the kindergarten children, the Es consisted of 73 Ss--boys and girls; whereas the Cs consisted of 46 Ss--boys and girls.

For the seventh graders, the Es were those children who were involved in the Teen Tutorial Program. For the kindergarten children, the Es were those children who were involved with the Teen Tutors.

Statistical Tests Used to Analyze the Data - Analysis of covariance was employed to analyze the post-test data for the California Test of Personality sub-scores, the Self-Concept Test sub-scores, the Objective Test subscores, the Peabody Picture Vocabulary Test score, and the Headstart Behavior Inventory. In each case, the pre-test was used as the covariate to equalize the Es and Cs in terms of initial performance. To analyze the data for the Situations Test, chi-square was employed. In each of the analysis of covariance routines, the major effects (sex, treatment, socio-economic status or SES) as well as the first and where appropriate, second-order interactions were tested. The .05 level of confidence was established a priori.

Description of the Instruments Used, Population Studied, and Statistical Tools Used to Analyze the Data - A number of instruments were employed to measure the impact of the Teen Tutorial Program on the seventh grade children involved in the study. Specifically, the researchers were interested in learning whether or not involvement in a program of this kind would result in a change in the participants' knowledge of growth and development from birth to adolescence; whether or not there would be a change in the participants' self-concepts; and whether or not there would be any change in the participants' overall adjustments. In addition to these major variables, the researchers were also interested in learning whether the participants in the program manifested any change in such areas as (1) better understanding of how to deal with and work with kindergarten children, (2) developing more awareness of proper methods of dealing with personal as well as social problems such as "what would you do if you knew someone was being punished for a crime that he did not commit?" and (3) tolerance for other people. Some of the measures used were commercially available standardized tests while others such as the Situations Test previously mentioned were locally constructed specifically for the study. Only those instruments administered in a pre- and post-test fashion will be considered here.

The major focus of the study was on the seventh graders--those students who served as Teen Tutors to the kindergarten children and for whom there were also additional experiences. A minor aspect of this study was to learn whether or not there was any resultant change in general mental, emotional, and social development of the kindergarten children. The instruments administered to the seventh graders--Teen Tutors--will be referred to as the battery. This battery consisted of the California Test of Personality, an adaptation of the Self-Concept Test developed by Brookover at Michigan State University, and a test locally developed which was designed to measure, for example, the subjects' knowledge of growth and development of young children and teen-agers and an awareness of community services available. The tests administered to the kindergarten children--to be referred to as the minor battery--consisted of the Peabody Picture Vocabulary Test and the Headstart Behavior Inventory.

The several changes in the Teen Tutorial Program (including different criteria for selecting the Es) for 1968-1969 make a comparison with the results for the previous year difficult and even unwarranted. Of course, the major reason for the lack of statistical difference between the Es and the Cs on the Objective Test in this past year lies in the fact stated at the beginning of this chapter. There was no actual temporal difference between the pre- and post-test administration.

The first three major hypotheses were concerned with gains in knowledge (from the pre-test to the post-test) of human development from birth to six years and during the teens, and an increased knowledge of community services and agencies. The researchers, however, were also interested in learning whether or not there was any change in the overall personality development on the basis of (1) treatment, (2) sex, and (3) differences in SES, regardless of the sex and the experimental treatment that the subjects received.

Personality makeup was measured by means of the California Test of Personality.

Twelve hypotheses and fifteen tables with related data were developed to present the major outcomes of objective data.[2] These hypotheses were developed from the philosophy and objectives stated in Chapter IV.

For the most part, there were only a few statistically significant differences. However, there was a significant sex difference between the E and C seventh graders in that girls acquired more knowledge than boys concerning the physical, social, intellectual, and emotional development of children from birth to six years.

Another significant difference occurred in the Sex x Treatment effect ($p < .04$) on the Personal Adjustment Scale of the California Test of Personality. A significant sex difference ($p < .01$) occurred on the Social Adjustment Scale of the California Test of Personality in that girls had a significantly higher mean post-test score than boys.

Also, there was a significant sex difference (beyond the .05 level) in mean post-test score of the California Test of Personality for the sexes ($p < .02$) and for the three SES groups ($p < .03$).

As far as the kindergartners were concerned, the Es (those who worked with Teen Tutors) showed a significant improvement in performance ($p < .0005$) which is so large that even though a halo effect were operating the difference is still significant between the Es and the Cs.

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[2] See final project report listed among available publications, Appendix I.

Subjective Data

The point was made earlier in this chapter that not only can objective measures of change be questioned, but in considering change in adjustment patterns and ability to relate to others, for example, subjective data may provide some important clues. The researchers realized in the initial planning of the Pilot Project Phase that it would be important to collect evaluative comments and impressions from the primary groups (Teen Tutors, kindergartners, the two sets of parents) and from those who were professionally involved with the program, for example, the teaching team, other teachers, and school administrators. Also, it was considered important to identify any attending results not anticipated in the research design. These informal techniques to evaluate the program were extended through the final phase of the program (1968-1969).

Self-evaluation - A self-evaluation form which was developed to get some indication of change in each Teen Tutor during 1968-1969 was administered at the end of the school year. This form is presented as Appendix C. The Teen Tutor was asked to indicate the degree of change on a 4 point scale, ranging from a 4 for "no trouble in understanding or knowing" through 1 for "no change." Without attempting to summarize the results in any refined quantitative way, it is worthwhile to note in Table 16 that of the 67 Teen Tutors most of the group indicated a high degree of change; very few indicated "no change", and on one item (A3.0(b)) there was no one who felt that he had not improved somewhat. On most of the items, there was a small range of two to twelve students who marked "no change."

The range on "I understand or know part of the time" was also two to twelve.

On five of the items (A1.3, A5.1(a), A5.1(b), A7.0, D2.0) the degree of change was indicated with a 4 by more than half of the group.

More than half of the group (34) indicated the degree of change by encircling 4 or 3.

Verbatim Comments by Teen Tutors - Verbatim comments by Teen Tutors were recorded as the program developed during 1968-1969. Although it is difficult to place any significant weighting on these comments, they do reveal perception and gains from the program. An overall summary of these comments shows that working with kindergartners was the most liked activity. Other phases of the program which were rated highly by the Teen Tutors were field trips, small group discussions, role playing, social studies debates, and skits.

Some of these verbatim comments are very revealing. One Teen Tutor said,

> I think that Teen Tutor should include all the 7th grade. Some of my friends are not in this program and they feel left out. Also, I like the field trips we have taken, and hope we take other ones before the end of the year. I also feel that the kids in Teen Tutor are given extra privileges and this is a very good thing. This shows the kids that the teachers trust them.

Another Teen Tutor commented,

> Sex education: I am glad they picked this unit because I wanted to know about some of the things they covered, and now I don't have to be embarrassed to ask. The way they conducted this unit so far is very good.

Still another said,

> I wish we could have it next year in the eighth grade so we could go on working with small children. It would be nice to work in first grade with the same children we had in kindergarten.

One Teen Tutor was looking ahead to the post high school years when she said,

> What I want most out of Teen Tutor is to learn how to be a good housewife and parent and also to be helpful and understanding.

When a boy wanted to mention how much he had matured, he stated,

> All the things around a person is his environment and it does affect what he is like very much. The program helps you to understand yourself and the maturer you are the better you accept things. When you understand parents and little kids you know what you'll face. Sometimes you have to be patient with little kids but you feel good over the responsibility.

See Appendix F for additional verbatim comments taken from project reports.

One other point should be made about Teen Tutors' reactions to the program. Near the end of the school year a number of them volunteered to continue as eighth graders in working with their same protegees who will be in the first grade next year. Fifteen Teen Tutors as eighth graders are working this fall (1969) with their former kindergartners who are first graders this year. Two, from an older group who are in the ninth grade, are continuing their work with second graders.

Other Teachers' Evaluations of Teens - Various junior high school teachers who were not a part of the Teen Tutorial Project were asked at mid-year to comment about any noticeable change in the behavior of the Teens. Although no claim is made for a representative sample, some of the teachers' comments were positive and others negative.

For example, one teacher commented: "S____ seems to be getting better acquainted with girls who sit around her. They talk cheerfully with her now."

Another teacher said: "G_____ appears to be more involved in the total classroom operation. On the other hand she has developed a minor tendency to be sarcastic."

Apparently no change in behavior was noticeable for M_____; the teacher commented: "There has been no noticeable behavior change in M_____. He has always maintained a healthy relationship with his peers in the classroom."

One teacher noted about D____: "No change. She has always been an excellent student, meeting all classroom responsibilities."

On the other hand, J____ seemed to change positively in behavior. One teacher noted: "After the first burst of activity, J_____ had grown pretty careless about completing assignments. During the past 4 or 5 weeks, however, he has been handing in assignments regularly and on time. He has also volunteered to help with bulletin boards and room housekeeping duties and has fulfilled these commitments very well."

There were some negative comments about the Teens at mid-year. According to one teacher: "B___ has slipped a little during the past few weeks in his degree of application. His work, though still fairly high quality, has a 'just enough to get by' feeling to much of it."

Another teacher observed: "G____ began the year doing fairly well in getting homework, completing class assignments, etc. That is not the case now. He brings no paper or pencils to class most days and has handed in no passing work since January 28."

A sample of these verbatim comments is presented in Appendix E, Part 2.

The point has been made that perhaps latent change is more important than behavior of the Teens while they related to kindergartners during the school year. One member of the teaching team had been interested in B_____ who was referred to above. The following observations are unusual in that the teacher recorded her impressions of B____ on September 9, 1969, at the beginning of the present school year and one year after he was selected as a Teen Tutor. Her verbatim comments reflect considerable positive change for him which was not noticeable last year:

> B____ was a very disorganized, quiet boy last year. He had a great deal of difficulty carrying his ideas through. He seemed very immature and more mature, self-confident students didn't like to work with him. At the beginning of the year he didn't comment on much of anything. (He talked to me a great deal, but didn't offer much to a class discussion, etc.) At the end of the year I was very surprised to hear him comment on his kindergartner's growth. I was impressed for two reasons. First, it was unusual that a Teen Tutor verbalizes change in kindergartners. Secondly, B____ seemed to have real depth and sensitivity in his observations. He seemed to really be aware that growth is continuous from birth to death. (He also made a comment to this effect on his self-evaluation test at the end of the year. He said, 'I think Teen Tutor will help me be a better parent, but I will have to do some work on my own.') This indicated to me that he was aware that we need to be growing continually, we don't learn everything that we need to know about a facet of life from reading a book or taking a course.

Second day of school--I was on cafeteria duty.

> B____ talked at great length with me in the cafeteria today. He said that he had his schedule for the year all worked out. He has two classes and then a study hall, lunch, study hall, class, a long study hall, etc. He had figured out when he was going to study for specific courses, what work he would have to take home, and he has allowed time to work in the first grade during his long study hall in the afternoon. He was trying to figure out a way to improve his spelling. He said that he had some trouble with it last year and that he wanted to improve it this year.
>
> He also said that he had been in advanced Language Arts last year but had asked to be placed in general this year. He said that he didn't think he was ready for advanced Language Arts and whether he was in advanced or general didn't matter to him he wanted to be in the class that could help him the most. He said maybe next year he would be ready for the advanced class. (I couldn't believe the insight he

> seemed to have. His evaluations of his abilities seems to me to be very realistic. After working with him for a year I would say that he definitely should be in general Language Arts but with a good foundation there he has unlimited possibilities. He is becoming very verbal.)
>
> The improvement was so great that I could hardly tear myself away for cafeteria duty. It was a teacher's dream come true. I had worked so hard with B___ last year. I listened to him so many times when I was bored stiff but he seemed to need someone to talk to. He would talk to me before, during, and after class, if I let him. I listened to him many times when I thoughtI couldn't stand to listen another second. I tried to give him encouragement and acceptance when really I felt frustrated and impatient with his disorganization and lack of confidence. So I was delighted to see a much improved B____ at the beginning of this year.

Another source of documentation for change in a Teen Tutor should be identified. The documentary film taken in 1967-1968 and edited and completed this past year shows a significant change in the behavior of one male Teen Tutor who will be designated as Mark. Whether the developmental change toward understanding himself, his parents, and others can be related directly to the Teen Tutorial Program, is open to question. However, since this factor was the only known new variable, some of the change must have been due to the Program. Perhaps this film more than any other type of evaluation shows that it was possible for one seventh grader who was negative toward himself and others in the fall of 1967 to make noticeable and positive behavior gains by the end of that school year in the spring of 1968.

Observations of Teen Tutor Behavior in Classroom - A retired Columbus school principal who served as an observer during the first two phases of the project was retained for this past year to visit the Teen Tutors and record her observations. The instrument which she used has been revised twice and is presented as Appendix H. Since a block of several consecutive observations seemed more useful than single day observations at different intervals she continued this procedure during the past year. Three different Teen Tutor activities were observed each day. Her observations were made at the beginning of the school year on October 22, 23, and 28. Last spring near the end of the school year she made another series of three different observations of Teen Tutor activity on April 14, 15, and 16. This selection of observations at the beginning and end of the year was intended to provide an opportunity to determine what gains, if any, had been made by the teaching team and the Teen Tutors.

An analysis of these two sets of observations (October 6, 1968, and April of 1969) suggests that the form is very valuable for obtaining hunches about the interactions of the teaching team with Teen Tutors and the latter with kindergartners. Comparisons are difficult due to the fact that the activities were different and the presence of new variables on some occasions, for example, visitors observing in the room.

These general comments are relevant, however. The observations made in the fall reflect the usual situation of the teachers and the students (Teen Tutors and kindergartners) getting acquainted with each other. Two of the kindergarten teachers were inexperienced. They had not worked with teen-agers before. In spite of this slow beginning, there was evidence that the Teen Tutors were becoming aware of the special nature of five year olds, for example, several of the teens realized that the former group had difficulty in using scissors which was due to lack of development in manipulative skills. Although the teachers could have been more effective at times, they seemed to create a permissive and open climate for the Teens to learn how to relate to the younger group.

The fact that what the teens were learning about child development could be applied daily with the kindergartners provided an incentive which might not have been present otherwise. In turn, the five year olds began to relate to the older group and accepted them as friendly helpers.

The observations made in April reveal that the teens had learned to accept their role as tutors working with young children, and possibly, because of this responsibility and trust seemed more mature than they had in the fall. Additional evidence of this maturity is indicated when the observer noted that the teens had reached the point of being fairly successful in planning their own activities with kindergartners with minimal supervisions from the teaching team.

The spring observations indicate further that the accepting relationship which was begun successfully in the fall had reached the stage of noticeable trust on the part of teachers, teens, and kindergartners. At times this confidence in a permissive relationship had some overtones of "horse play" and occasionally some of the teens engaged in loud conversation and some shoving or jostling of each other. The observer noted, however, that the team teachers kept their "cool," and succeeded in preventing any serious disturbance or need for special disciplinary measures.

Change in Teacher Behavior - Several comments are in order to indicate how the behavior of some of the teachers, not only members of the teaching team but others in Finland Elementary and Finland Junior High, changed during the school year.

First of all, some of those directly related to the Teen Tutorial Program showed overt favorable behavior toward the project whereas in the beginning they were unsure of how they felt about working in an experimental situation. For example, on two occasions members of the teaching team voluntarily took some of the teens to movies on weekends. Several of the teachers were so eager to have the program continue next year that they volunteered to use some of their own money to buy materials and provide refreshments for the parent meetings. The teaching team took the initiative to invite some of the younger children from Franklin Village (a facility financed by the County to provide temporary care for children who cannot be cared for in their homes) to attend the spring picnic as their sponsored guests. Also, by the year's end the two kindergarten teachers who had neither previous experience nor preparation for working with teen-agers had developed considerable ability to work with this age group.

Some of the teachers in the two schools who had no formal relationship to the Program gave evidence of positive change in behavior, whereas in the fall these same teachers had indicated they were skeptical about the value of the new Program. Several teachers in the elementary school requested that Teen Tutors be assigned to them to work with first and second graders. As a matter of fact, the first requests of this kind came as early as the Pilot Study.

Evaluation by Administrators - Throughout all three phases of the project the principals of the elementary and junior high schools were very positive and supporting. Adequate space was arranged in both buildings for the successful operation of the program. Both principals attended the Advisory Committee meetings and indicated that they thought well of the program. The principal[3] of the junior high school commented about the unusual positive aspects of the program in that there was but one of the 75 Teen Tutors sent to his office for discipline during the year.

The superintendent and his central administrative staff were also positive about the program which will be continued next year without federal funding and on a modified basis. The member of the teaching team who was responsible for the social studies course has been asked to orient others to this adaptation.

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[3] See Appendix E, Part I for the elementary principal's attitude toward the Teen-Tutorial Program.

Evaluation by Parents - Both groups of parents (Teen Tutors and kindergartners) were very positive in expressing their reactions. Final interviews were arranged with 65 of the parents of kindergartners. Usually the degree of interest shown by parents toward any school program suggests that parents consider the program to be helping their youngsters. Such was the case in this situation. Slightly more than three-fifths of the mothers attended one or more meetings while one-third of the fathers attended one or more meetings. This attendance record is unusual, because parents in this school district had not shown much interest in meetings at the school until this past year.

About one-half of the mothers visited the kindergarten class one or more times.

Some of the reasons parents gave for not attending the parent meetings at night or visiting the class were: some worked the early night shift and no car was available for the trip to the school, illness or invalidism prevented other parents, and some were indifferent.

Reactions to the parent meetings were generally favorable. The following suggestions were made: have the Teens meet with kindergarten parents so that they can become acquainted; arrange at least one meeting so that the parent(s) of the Teen Tutor, the parent(s) of the kindergartner and the teen could sit together during the social hour and get acquainted.

As far as parents of the children noticing improvement in their kindergartners is concerned, many reported that the child was constantly talking about the teen and mentioned that respect and friendship were indicated. Approximately one-third of these parents said that they had noticed marked improvement in the child's use of words and interest in learning to read. Many parents commented they had noticed marked improvement in the child's non-verbal communication such as facial expressions and hand gestures.

A number of parents said that their children had gained in the following:

Learned to respect and get along better with other children.

Gained confidence in his own abilities due to the encouragement of the Teen Tutor.

Wanted opportunities each afternoon to describe what the child had done during the day.

> Showed greater enthusiasm for kindergarten than older brother or sister had shown.
>
> The child learned that school could be fun and not something to dread.

An overall analysis of parent reaction to the Teen Tutorial Program showed that approximately four-fifths of the parents were enthusiastic and about one-fifth were indifferent. None was hostile.

The following are from a listing of comments by parents which were made when the visiting teacher called at the homes near the end of the school year:

> When I visited the class I was impressed to see such decent older boys and girls working with the young children.
>
> I was pleased to notice the black teen who worked with my child took such an interest in teaching her. They have become fast friends.

One father who thought the Program had been good for his teen-age son observed that a neighbor who had both a kindergartner and a teen-ager in the Program was enthusiastic about the gains made by both children. In one family, the mother reported her surprise when the teen-ager volunteered to take the younger child bowling and even washed his face to help him get ready.

One of the consultants taped one-hour interviews which he arranged with six parents. The parents were informed before the interviews started that they would be taped. They were told to state their own reactions to the questions and to feel free to comment on the advantages or the disadvantages of the Teen Tutorial Program. Since these comments were developed through the sequence and continuity of the interviewer's questions, perhaps the recorded responses of the parents are among the most revealing evaluations of the program. A transcript of one of these recordings is presented without change in Appendix D.

Serendipity - Over and beyond what was anticipated as outcomes of the Teen Tutorial Program, there were examples of serendipity. Of course, whether or not these developments can be related directly to the program is another matter. The reading rate and interest in reading on the part of the teens who were slow readers improved. (A possible explanation of this gain was that for the first time in their school career the teens found status in using very simple reading material with the kindergartners.)

Attendance of the teens improved as the school year progressed. In several instances the families of tutors and their kindergarten clients have planned trips and other outings together.

One other kind of serendipity should be mentioned. The teachers who worked with the program seemed to find reinforcement for their choice of teaching as a professional career. Related to this point is the fact that a number of the Teen Tutors began to indicate by questions and comments that they were beginning to consider teaching as a vocational choice.

In summary, the researchers think that the major groups under consideration in the Teen Tutorial Program (experimental group of seventh graders, experimental group of kindergartners, and the two sets of parents) did benefit from the program. The objective data did not indicate significant gains where the seventh grade Es were compared with the seventh grade Cs at the end of the school year. There were considerable insight and gain indicated in the informal data. A follow-up study of the latent effects as far as the seventh grade Es are concerned may produce some positive behavioral gains which may have some relationship to the Teen Tutorial Program.

Chapter VI

DISSEMINATION OF INFORMATION

To quote an old adage, "Anything worth doing is worth talking about." Although no one in the initial phase of the project knew whether the outcomes of the Teen Tutorial Program would be favorable or unfavorable, everyone realized that there was a professional obligation to communicate with others about the objectives, learning experiences, changes, and outcomes.

Disseminating information about the program was a part of the proposal and the contract with the U.S. Office of Education. An effort was made from the beginning to communicate effectively the nature of the project and to invite various public groups to visit the program-based schools and observe the program in action.

Most of the techniques used to inform others about the program can be grouped into two categories: formal and informal. The formal techniques paralleled the planning and developments of the major phases of the project: Pilot Stage, Demonstration Phase No. 1, and Demonstration Phase No. 2. The informal techniques seemed to develop spontaneously.

Formal Techniques

The techniques employed in the first part of the program were those one would normally associate with the problem of how to inform people about a new idea which has potential but is experimental. Since South-Western City Schools had developed a reputation for sponsoring innovative programs, no one was surprised to learn about another. However, the staff realized that the plan to have seventh graders called Teen Tutors enter into a supervised helping relationship with kindergartners might seem strange and need some explanation. The staff realized, also, the importance of not offending parents or causing the central school administration embarrassment by referring to the neighborhood as underprivileged or disadvantaged. Much of the school district was in fact this type, but there was no need to publicly flount the description.

Since an innovative program is news and people want to hear about it, the first type of dissemination was news stories sent to the local newspapers. This medium served as a launching pad for the project. (Except for the fact that one early news story referred to the Teen Tutors as disadvantaged, most of the publicity was favorable.)

Several three and five minute tape recordings were made for spot radio announcements to reach people in Franklin County and nearby communities.

Two thousand copies of an eight page illustrated brochure were printed. The brochure presented the plan of operation, Teen Tutorial activities, major objectives, the professional staff, and future plans. This publication emphasized that the project welcomed visitors.

Early in the school year, copies were mailed to state departments of education, PACE project directors in this area, administrators and junior high school principals throughout Ohio, and key personnel in Ohio colleges. Also, brochures were distributed at local, state, and national educational meetings. Brochures, along with other project materials, were sent in response to numerous inquiries from various parts of the country.

More than two hundred letters were mailed to professors and chairmen of departments of education in the various colleges and universities in the Midwest. The program was described, and a welcome was extended to visit the project. People came from as far away as Colorado.

Next, a sound filmstrip consisting of 45 carefully selected frames with an introduction and explanation on a synchronized tape recording was prepared and 10 prints were circulated during Demonstration Phase No. 1 (1967-1968). Frames of this filmstrip are documentary in nature since selection for the filmstrip sequence was made from a collection of candid camera shots taken by project consultants and teaching team members. This sound filmstrip tells the story of how the teen-agers learned about themselves as a result of helping the kindergartners.

The filmstrip was in such great demand that the sound accompaniment was updated in 1969 and 10 additional prints were placed in circulation. Prints of this filmstrip, The Teen Tutorial Program, make up part of the film package which includes, also, the film, The Tutor, and a User's Guide. This film packet is currently available through the outlets listed in Appendix I, Part 2.

Six portable hook and loop display cases were obtained to facilitate circulation and change of display arrangements. The hook and loop feature insures that arrangements of several 8"x10" photographs, labeling, and accompanying information will remain in place while in transit. Not only could the display be set up in a matter of minutes, but it could be changed easily from one meeting to another.

This portable arrangement made it possible to have displays circulated at various meetings in the school district, the Ohio Education Association office building, district and county meetings (e.g., South-Western Ohio ASCD), state meetings, (e.g., Audio-Visual Council of Ohio), and national conferences (e.g., American Association of School Administrators).

Another means of disseminating information about the project was a 36 minute documentary film (black and white, sound) which was mentioned in Chapter V. The film, produced by the Department of Photography, The Ohio State University, was made during Demonstration Phase No. 1 (1967-1968) and the finished product was released in May, 1969. This film titled, The Tutor, not only presents an insightful overview of the Teen Tutorial Program, but it also shows the dramatic change in behavior on the part of one teen-ager.

Another opportunity developed to inform others about the project when the associate supervisor was among those invited to attend a conference held at Kamehameha School, Honolulu, Hawaii. The conference was sponsored jointly by Title III, the United States Office of Education and the Kettering Foundation. The project was one of the few innovative programs scheduled for presentation during one of the open forum periods at the conference.

As early as the Pilot Study, an effort was made to relate personnel in the parochial schools to the project. This relationship was helpful in two ways. First, the staff from these schools showed their interest and support by attending the evening parent meetings. Two parochial school principals who were members of the Advisory Committee attended the Committee meetings regularly. Their questions and comments were very helpful. Second, some aspects of their programs seemed to have transfer value to the Teen Tutor Project. One consultant who was invited to visit two of the parochial schools was impressed with the close relationship between the students and the teachers as well as the administrators. Later one of the members of the teaching team who played his guitar for the kindergartners demonstrated the importance of music in much the same way that music had been brought into the school program by the teacher in one of the Catholic schools.

A strong effort was made to relate to parents of the kindergartners and Teen Tutors. Because of several problems, this effort was not successful in the early stages of the program. Nearly a year was required to learn how to interest parents and motivate them to come to the school.

One problem for some parents was lack of transportation. Another was the inability to finance a baby sitter so the mother could come to the school at night for a parent meeting. In some cases, the mother worked during the day and was too tired to take part in meetings at night. One by one these problems were overcome by careful planning and publicizing the importance of the program. For example, some of the Teen Tutors served as baby sitters during the evening meetings so the mother could bring one or more younger children.

During the last year of the program, parent visitation to the school during the day and attendance at the evening meetings were very successful. For one thing, the message had been communicated to parents that the junior high and elementary school personnel via the Teen Tutorial Program were accomplishing some good results with the children. Instead of viewing the school as a place to avoid, parents began to realize that a new and strong effort was being made to help their boys and girls. As one mother said, "I had never realized that the school was interested in parents. Until Dave became a Teen Tutor, I had not attended any school meeting."

Another reason for better parent attendance was that the project staff involved both parents and seventh graders in the programs. After all, recognition for the seventh graders was reflected recognition for their parents. As the parents of the Teen Tutors and the kindergartners began to understand what the program meant to both groups, more and more parents took an active interest in discussing the program and related topics.

Previously the point was made that visitors were welcome to observe the Teen Tutors working with the kindergarten children. Although the number of visitors was never at the level of creating a time or space problem, class groups and school personnel mostly from nearby towns and areas in the state did come to learn first hand about this program. There were a few international visitors and some graduate students from nearby universities. Among these visitors were parents curious to learn more about a program talked about favorably by their children who were either in the Teen Tutor group or the kindergarten group.

A general format was developed to make the visit as profitable as possible. An orientation session consisting of a short verbal presentation was followed by the film strip. Next, the visiting group went to the kindergarten room to observe the Teen Tutors at work with the kindergartners. Following this observation, the visitors were taken on a short tour to see the planning room (where the Teen Tutors with the help of the staff developed their projects), the Teen Tutors classroom, and the parents' library.

In addition to the project-planned dissemination of information, the school system publicized The Teen Tutorial Program through its well-organized public relations department. While this department is mainly responsible for keeping the District informed, it carries the school's story to many educational organizations.

Informal Techniques

Several unstructured or informal techniques disseminated information about the project. As was mentioned earlier, the Teen Tutor and the kindergartners talked about the program informally at home. In some instances, parents were surprised that their seventh grader began to show some positive changes in behavior. Sometimes, as the Teen Tutor referred to his work with a young child, the parents realized that he was becoming interested in his work at school.

As parents learned about the program, they discussed it with their friends who became positive and even anxious that their sixth grader be chosen for the program.

One mother, for example, decided to present the story of the Teen Tutorial Program to a sociology class at Ohio State where she was enrolled as a student. She used a film strip and referred to the Teen Tutor who assisted her as one of the leaders from the project.

Teachers in both the elementary and the junior high schools did a great deal to add positive reinforcement to the program. Near the end of the first phase of the project, two first grade teachers requested that the former Teen Tutors work with their students the following fall. By the time the second phase ended, teachers were so impressed that several teachers wanted the former Teen Tutors to assist them with the first graders. To date, 15 eighth graders (1969 tutorial "graduates") are scheduled to work with first graders during the 1969-1970 school year, and a few ninth graders (1968 tutorial "graduates") have signed up to work with second graders.

Chapter VII

FUTURE OF THE PROGRAM IN ITS PRESENT SETTING

Beginning with the school year 1968-1969, throughout the school system the school day was shortened and supervisors of instruction were dispensed with. These cutbacks made the future of the Teen Tutorial Program problematic. Dr. Martin L. Stahl, Superintendent of South-Western City Schools, who has given the program his full support asked the project staff to prepare plans for continuation of the program after termination of federal funding. Because a greatly expanded building program was underway, there was no certainty as to the amount of money which might be allocated for this purpose. Therefore, the task was that of drawing up plans and submitting costs of each of three widely different approaches: (1) the program will be adopted as the required seventh grade social studies course throughout the school system, (2) the program will become the seventh grade social studies course for all students at the program-based junior high school until such time as it is financially feasible to introduce it into other junior high schools, and (3) the program will be maintained for purposes of demonstration but furnished only such supervision and special services as are provided for the several required courses.

These three approaches were studied by the school administration, the curriculum committee, and other related groups. All seemed favorably disposed to continuation of the program to whatever extent might be financially feasible.

Meanwhile the program continued to draw visitors among whom were specialists in the field of vocational home economics who were sufficiently impressed with the program to make a thorough study of it. The State Department of Vocational Home Economics was anxious to identify situations in which boys as well as girls might be involved in its aims and purposes. Members of the State Department studied project applications, reports, and other materials of dissemination of project information. They visited the program and reviewed the 14-minute sound, color filmstrip which had been produced to tell the story of the program.

These activities led to assistance to the program for the 1969-1970 school year by Vocational Home Economics. Assistance consists of financial support of two teachers of vocational home economics for the year plus participation in a two-week period of orientation and preplanning with other members of the team during August, 1969. This financing is subject to renewal by negotiations between the school system and the Vocational Home Economics Assistance Program.

This arrangement assures continuation of the Teen Tutorial Program at the program-based schools with a slight increase in enrollment. A teacher of vocational home economics is limited to a quota of 60 students; therefore, two teachers may teach a maximum of 120 enrollees. This permits increasing enrollment from 75 students to 120. At the same time this arrangement furnishes Vocational Home Economics with a viable demonstration of its aims and purposes in an established program where half of the students are males.

Staffing

There will be neither a full-time counselor nor a program supervisor as there has been throughout the course of the project. However, the supervisor of the program this year will take over the principalship at the program-based elementary school where the tutorial experiences will take place. She has a deep professional interest in the program and has indicated willingness to serve the program in any way she can. Further, a kindergarten teacher who has been with the project continuously is to have a new role which will compensate somewhat for the lack of a supervisor.

There will be a six-member staff two of whom will be the vocational home economics teachers. One of these teachers has been an able member of the teaching team this past year, the other will be new to the program. A third member of the staff, the teacher of social studies and the only male member of the team, capably served the project as the social studies member of the team last year. Three kindergarten teachers complete the staff. One of them, an outstanding kindergarten teacher, has been with the program continuously; the other two made a good adjustment to the program last year, the first year of teaching for both. Of the three kindergarten teachers, two will each teach a morning and an afternoon kindergarten class. The third kindergarten teacher will coordinate the entire program and serve as chairman of the teaching team which will operate often as a four-member group consisting of both teachers of home economics and the teacher of social studies in addition to the chairman. This arrangement makes possible incorporating much of the essential team planning within the regular school day. The other two kindergarten teachers will be kept abreast of developments and will be involved in team meetings related especially to the kindergarten and parent programs.

The Program for Seventh Graders

The course will continue to be an alternate to the school's regularly scheduled social studies course and will be scheduled to meet for a 90-minute period daily. The 120 seventh graders accepted in the program and a few standbys to replace any who may move out of the district were selected in the same manner as where experimental Teen Tutors. To meet requirements for assistance from vocational home economics, somewhat more than half of the enrollees must be disadvantaged. The 120 students will meet in four sections of 30, each of which will consist of approximately the same number of boys and girls. Two sections will meet in the forenoon and two in the afternoon. Preferably both sections scheduled for the same half day will meet at the same time. This scheduling would free the teachers simultaneously for team meetings and daytime parent meetings. Each section will be paired with one of the four kindergarten classes which will serve as that section's child study laboratory.

The content of the course will be essentially the same as it was last year. A planned change will involve giving greater attention to both money management and life careers in order to meet requirements for assistance from vocational home economics.

Both the Teacher's Guide and handbook for the young teen-agers will be used again for reference and study. When these mimeographed books were revised during the early summer of 1969, teachers wanted to include in the handbook for students selected portions of their own Guide. To prevent making an unwieldly handbook, the content was divided into two booklets, a general handbook and a handbook on human development.

Operation of the program for seventh graders will be conducted mostly by the four-member team. Each teacher of home economics will meet regularly with two of the four sections of seventh graders and will assume major responsibility for record keeping and reports on the students enrolled in these classes. The teacher of social studies will meet regularly with all four sections. On occasions the teacher of home economics and the teacher of social studies, will meet with the entire class group for an activity such as planning a unit of study. At other times each may work with a different sub-group or one may conduct individual conferences while the other meets with the class group. While the home economics teachers will have major responsibility for the human development aspect of the course and the social studies teacher for handling the world cultures aspect of the program, the subject matter will be integrally-related. The kindergarten teacher, the chairman of the team, will coordinate and supervise the seventh grade observations in kindergarten classrooms, the teen tutorial experiences of both the seventh graders and "teen tutorial graduates" who are now eighth and ninth graders. Also she will assume major responsibility for both the parent education program and arrangements for visitors to the program.

While most of the study-discussion activities will be carried on in the junior high school classrooms, the tutorial-related activities will take place in the elementary school where a classroom has been arranged as a work-study and materials center. Here materials of instruction are housed to enable students to become acquainted with books, games, songs and other items for five year olds. Also, expendable materials are housed here for use of seventh graders. In this room the coordinating teacher will meet with the several members from each of the two sections which meet during the same half day and help them plan and prepare for their tutorial responsibilities. Following the tutorial experience, these small groups will meet in this room to evaluate their performance.

The tutoring and follow-up assessment will not always follow the same pattern. On occasions all seventh graders in a given section will all have their tutorial experiences at the same time. The coordinating teacher, familiar with all of their various plans, will locate suitable spaces in the elementary school to accommodate the various activities. The teacher of home economics and the kindergarten teacher, the classroom teachers for these groups, will participate in evaluating the tutorial experience.

Only a small group of teens will observe at any given time. Sometimes the coordinating teacher will lead discussion of a guided observation. On other occasions, she will take the classroom teacher's place so that teacher may lead the follow-up discussion.

The Kindergarten Program

Four kindergarten classes will be housed in the program-based elementary school. These will be taught by two teachers each of whom will have a morning and an afternoon class as do kindergarten teachers throughout the district. The kindergarten program will be much the same as other kindergarten programs in the district except for the carefully-planned and closely-supervised tutorial experiences.

The Parent Education Program

Plans have been made for a parent education program which will include all of the elements in last year's program. In addition, the teachers plan to send a monthly newsletter to parents of all children involved in the program.

Tutoring by Eighth and Ninth Graders

The 1969-1970 school year is underway. Of the 75 Teen Tutors in last year's program 15 are working in a helping relationship with first grade, one is working with a third grader, and one helps a student from a special class. These eighth graders volunteered for this service which is rendered during a study period. Two ninth graders from the 1967-68 Teen Tutor group work with second graders. The coordinating teacher schedules these volunteers and arranges for them to meet with the class teacher to plan the sort of experience the younger child needs. To date, the primary teachers, the primary children, the seventh graders and the coordinating teacher are enthusiastic about this working relationship.

Evaluation

Evaluation of efforts and outcomes will be an integral part of all curricular activities. Helping young teen-agers learn to set goals for themselves and evaluate their efforts and accomplishments with reference to those goals is considered to be a very important aspect of the program. Plans include continuation of both the teacher-student individual evaluation and the planning conferences held prior to each report period. The student will be encouraged to request his conferences with whichever one of the teachers he personally finds it easiest to discuss his aspirations and problems. We have found that students respond positively and often express appreciation both for the personal attention given them and for the opportunity to schedule the conference with the teacher of their choice.

Insofar as evaluation of the program itself is concerned, there will be no special evaluator as there has been in the past nor will there be any substantial funds earmarked for evaluation. Nevertheless, evaluation is to be continued. To expedite this work, copies of all instruments of evaluation used in connection with the project were reviewed and desirable changes were made.

Farther into the Future

Beyond the 1969-1970 school year, South-Western City School's central administration hopes to be able to allocate funds sufficient for making the program the required social studies course for all seventh graders enrolled in the program-based junior high school and then introduce it into the other junior high schools as rapidly as funds permit. As a move in this direction, the program's social studies teacher has been asked to share with other social studies teachers in the building full information about the program and a running report on its progress. Provision for these social studies teachers to visit the program and become thoroughly familiar with it on a first-hand basis is underway.

The staffing pattern requires serious study. The reduced staff may or may not be adequate. Its chances of adequacy are increased by the fact that five of the six teachers have had previous experience with the program. However, the values inherent in this or any other program rather than the staffing pattern should be the determining factors when change is considered. Otherwise the schools will move into the 1970's handicapped by stereotyped staffing patterns and the potential of the program will be lost.

Chapter VIII

SUGGESTIONS FOR ADAPTING THE PROGRAM TO OTHER SITUATIONS

Frequently, innovative programs which have proved highly successful in the experimental situation have produced disappointing results later: (1) when replicated in the original setting, or (2) when adapted to other situations. As a result, these programs fall into disrepute and are abandoned.

Efforts have been made to explain this seeming paradox. Researchers have found that in either adopting or adapting a new program, some educators have overlooked major affective factors, omitted important elements of the program, or both and disappointing outcomes resulted. Therefore, suggestions for adapting the Teen Tutorial Program to other situations include consideration of both affective factors and important elements in the Teen Tutorial Program.

Affective Factors

It has been found that even when experimental programs have been adopted in the original setting following completion of the experimental study, affective factors in the experimental situation are missing. Yet the educators involved thought that their program was a true replication.

To illustrate this phenomenon, let us consider typical experimental situations along with later attempts to adapt the program. In the experimental situation, teachers are usually involved in some sort of preliminary workshop or special training program. Then, throughout the course of the experimental study, they are brought together regularly to discuss problems and share experiences. Time is provided for record keeping, conferences, and analyses of problems. Further, considerable attention is suddenly focused on these teachers and what they are doing. They operate in a demonstration situation or, otherwise, are visited far more frequently than ever before. They get reinforcements from their visitors. These are highly motivating factors which spur teachers to prepare themselves always to do their professional best.

When the program is adopted after the experimental study has been completed, school administration often fails to provide for continuation of features such as the preliminary workshop training, regularly scheduled meetings among the teachers involved, and time for teachers to compile detailed records with analysis of student needs and problems. Further, the special attention accorded teachers in the experimental situation is seldom continued. A recent remark by one of the teachers involved in the Teen Tutorial Project is appropos here. She said:

> You know I was surprised that I reacted so positively to visitors regardless of whether they were parents, evaluators, or educators interested in the project. I hope that we continue to have visitors next year. Their insight and appreciation make you feel that no amount of effort is too much. You know that what you do is appreciated. You're challenged in a different way.

Major Elements of this Program

Study of adaptations of educational programs to new situations reveals that some adapters have made only such superficial study of the experimental program that they are "blissfully ignorant" of the fact that their adaptations do violence to it. Even when adapting agencies are fully aware of the nature and extent of deviations from the experimental program, some fail to report the deviations. This is a disservice to the program and to education. Such reports might contribute valuable follow-up of the experimental studies.

It is important that major elements of the program be structured in a complementary and reinforcing whole. Since the program has already been described in detail, consideration here will be limited to those elements that seem most apt to be sacrificed and to suggesting additional features which might strengthen the program.

The Objectives - The importance of objectives cannot be stressed too much. They serve as bench marks for the project, determining learning experiences and evaluation. Although learning outcomes may differ somewhat from objectives, the relationship is at least on a first cousin basis. Inasmuch as these elements in the learning model are interrelated rather than sequential, evaluation should be planned as objectives are developed. What often happens, however, is that evaluation is tacked on as an afterthought, if at all.

Selection of Teaching Staff - When decision is made to adapt the program, a teaching staff must be considered. For best results any new program should be staffed with the best teachers available from among those who indicate a genuine interest in being involved. Unless the staff members are eager to try out the new program, they may resent the demands which it places on teacher time and energy. And just one disinterested member can complicate the task for all concerned.

The teachers may never have worked as members of a team. If not, they must be interested in learning together. They will have to learn to share plans and carefully coordinate their activities. They must learn to disagree amicably on occasions and resolve matters by use of the method of intelligence and then proceed without rancor even if hindsight shows the decision to have been faulty. It is important that all agree that no one teacher will dominate the team. To prevent such contingency, the group should determine the tasks to be performed by the chairman.

Pre-Planning Period - The importance of the pre-planning period cannot be overstated. It is one of those "musts" which seems so simple and matter of fact that everyone understands the reasons for such a period. If a time problem develops or a budget crisis occurs, however, the pre-planning period always seems to be considered expendable.

During the pre-planning period staff members develop an understanding and empathy for each other which creates a peer group situation. This interpersonal relatedness opens the door to an effective implementation of the program two weeks later. Like the football team that develops a psychological readiness for the first game after weeks of practice, the teaching team is ready. Inexperienced members, if there are any, feel secure after working with those who have taught before or who have taken part in other experimental programs. The latter have their confidence reinforced as they explain the program and react to the problems and the challenge.

Evaluation - No responsible educators will want to introduce a new program without assessing its outcomes in the local situation. Today, there is an astounding array of competing programs from which to choose. No school can afford to continue a program which does not produce the desired outcomes. Therefore, it behooves the school to make certain that it has a valid evaluation program.

Evaluation should be an integral part of the teaching-learning model. Planning the evaluation program starts with the development of the objectives and is a constant variable throughout the program. Some very important informal sources of evaluation might be lost or forgotten if the end product is stressed exclusively.

The Tutorial Experience, the Key Element - Project personnel were quite disturbed to learn that administrators in one school system had actually discussed "adapting the program except for use of the kindergarten as a learning laboratory for the young teenagers." Impressed with the aims, purposes, and accomplishments of the Teen Tutorial Program, these gentlemen wanted it for their seventh graders. However, they expected to revamp the program so that it would become another 45 minute class consisting principally of reading and discussion. It was necessary to help this administrative group understand that use of the kindergarten as a learning laboratory is the key to the entire program. There can be no compromise on this matter, for, stripped of the laboratory experiences, you have no viable program.

A comparable situation occurs when one teaches a graduate course in counseling. The graduate students who are preparing to become counselors must relate to clients who serve as a laboratory. Under supervision the beginning counselor applies what he learns in the didactic part of the course to clients. He begins to understand the difference between theory in the textbook and the dynamics of a real counseling situation. Interaction with clients serves as motivation as well as feedback for understanding theory.

Since it is entirely possible that there are others who may find it necessary to hold the line to prevent similar jeopardy to the program, discussion of the role of the kindergarten as a learning laboratory is reviewed here.

From the very beginning, vital seventh grade learning experiences stem from and feed back into the laboratory work. The introductory unit of study is concerned with learning to know all about five year olds. Seventh graders have first-hand experiences in observing how the kindergarten teacher relates to five year olds and how children this age respond to guidance, to direction, to one another, and to materials and equipment in the classroom. Seventh graders note all sort of individual differences among the young children. Questions (and there are many of them) that stem from the observations stimulate thoughtful discussion and use of a variety of reference materials for searching out answers. The seventh graders compare more authoritative explanations with their own personal discoveries and conclusions arrived at from observation and deduction. How delighted they are when they discover that they have come up with the same explanations as the child specialists! And how impressed they are when they find information to correct their erroneous ideas and impressions.

Working with kindergartners in a helping relationship affords a learning experience that could not be provided in any other way. Each seventh grader (tutor) has a continuing relationship with a particular kindergartner (client). As the tutors work with their clients, they have a chance to put into practice what they are learning. Planning for the tutorial experiences and execution and evaluation of the experiences are carried on under teacher guidance; therefore, the tutors get immediate reinforcement and learn why their approaches succeeded or failed. Furthermore, when the teen-agers realize that their young charges look to them for guidance and help, they rise to the occasion.

In most situations when tutoring is conducted by older students, the tutorial experience is not closely supervised. The supervision built into this program is essential to the learning of the teens. Through the supervision given, the teens have many opportunities to learn both the fundamentals of helping young children grow and develop and the fundamentals of democratic behavior such as cooperation, creativeness, responsibility, respect for others, and use of the method of intelligence to solve problems.

Work with the kindergartners raises many questions that lead to better understanding of the parent role. Further, because of the laboratory experience, tutors meet and talk with parents of their respective clients as one adult to another. For example, during a parent meeting the mother of a kindergarten girl described to the child's tutor an ABC book which she had just purchased and inquired what he thought about giving it to the child. The seventh grade boy responded thoughtfully, "I wouldn't give it to her yet. I don't think she is ready for it. Would you like to have me call you when she seems to be ready?" The mother smiled her appreciation as she replied, "I wish you would," and went on to another matter. The acceptance of the young teen-agers as interested individuals capable of making value judgments illustrated in this incident spurs them to measure up to expectations. Also, such exchanges go far toward bridging the generation gap.

This review of the way the laboratory functions indicates how it gives the program its viability. It is through the laboratory experiences that seventh graders have opportunity both to learn what they live and live what they learn.

The Program as a Required Course

The South-Western City Schools are seriously considering making an adaption of the Teen Tutorial Program an integral part of the seventh grade curriculum for all students. Therefore, we have given serious consideration to exactly how some of the attendant problems might be solved.

The problems which were anticipated and the suggested ways of meeting them follow.

Making Provision for Exceptional Students - In the experimental situation certain exceptional seventh graders were excluded from the program. The excluded were those with intelligence quotients below 80 and students handicapped either by speech difficulties or psychological problems so serious as to make their close association with kindergartners a risk to the younger children's progressive development. Since relatively few students from among the large number of applicants could be accepted in the experimental program, exclusion of these students posed no particular problems.

If the program is a standard part of the curriculum, adequate provision for these exceptional students must be made. It is suggested that all exceptional students who attend regular classes be admitted and expected to participate in all phases of the program with the exception of modifications of the tutorial activities. Modifications should be made on an individual basis. Although the exceptional students might be disappointed, they would not be embarrassed nor made to feel unworthy. It could be explained to them that their own personal development is to be given priority and that they are to be frequently scheduled for special help when others are engaged in tutorial activities. Hopefully, the school would have speech therapist, school psychologist, counselors and the like who might cooperate by scheduling suitable remedial activities in lieu of the tutorial activities. On occasions, these students could perform science experiments, operate equipment, and engage in other help-related activities.

Instead of the regular tutorial activities, those students with intelligence quotients below 80 might participate as special assistants to the kindergarten teachers, performing such tasks as the teacher found each able to carry out. They might perform such tasks as counting out supplies, taking care of equipment, and recording what the kindergarten teacher does. Through these activities they could learn something about relating to young children and they would profit from having status in and identification with the peer group.

Travel between Schools - The elementary school and the junior high school involved in the experimental situation were conveniently located some 300 yards apart, therefore, getting seventh graders to and from the elementary school presented no problems. In many small towns and consolidated school districts, elementary and secondary schools are similarly located. Elsewhere, there may be considerable distance between them so that transportation of seventh graders to and from the elementary school would have to be worked out.

The transportation problem is not nearly as formidable as it first seems. For example, in many cities seventh graders pass by or very close to an elementary school on the way to their junior high building. With a little cooperative planning between the schools, it might be arranged for these seventh graders to report to the kindergarten teacher, complete the scheduled observation or tutorial activities, and then report to the junior high school. A comparable arrangement might be made in rural communities where seventh graders are transported by busses which pass or drive very close to elementary schools. In these situations, arrangement would have to be made for a bus to pick up the seventh graders later when students had finished their tutorial activities.

Bussing students has become so commonly accepted that bussing the seventh graders one way once or twice a week should present no big problem. Cost would be negligible.

Team Teacher Meetings - When the elementary and junior high buildings are located close together, the kindergarten and seventh grade teachers involved in the program may have schedules so arranged that they can lunch together and easily arrange other necessary group meetings. When their buildings are located some distance apart, school administration will have to make adequate provision for the additional time required to effect a satisfactory schedule of team teacher meetings.

The Parent Education Program

The program of parent education was discussed in some detail in Chapter IV. Since most of the features described are essential to assure a viable program, they are briefly indicated here.

Home Visitation - In the experimental situation, teachers made two scheduled visits to the homes of all experimental subjects, both seventh graders and kindergartners. While both visits were fruitful, the initial visit is indispensable.

Scheduled Parent Visits - Parents are likely to learn to know the school and reinforce its program when they are extended special invitations by the school and urged to visit by both teachers and their children. Since teens are often reluctant to have parents visit, it is advisable to involve them in both planning and helping with the visitations. For example, students can greet parents, escort them to classrooms,take them to see key features of the school, baby-sit with toddlers, and see that parents meet the teachers whom they do not already know.

Scheduled Parent Meeting - Building up attendance requires time and patient effort. Parents registered at each meeting and accepted name tags. Those who did not attend received notice that they had been missed. Reasons for non-attendance were partially solved by providing baby-sitter service and arranging transportation pools.

Reactions of parents provided cues to other factors that increased attendance. Both content and format of meetings were varied. Topics were geared to common interests and meetings were conducted informally so that parents became involved. At each meeting there was a surprise element as well as an interest factor. Finally, there were no long involved business sessions.

Notes of Commendation - All too often any communication from the child's teacher is bad news. Notes bearing good news are a ready means of reversing this. Teachers become interested in watching for some positive attitude change, word, or deed that is worthy of reporting at once to the parents. The mini-reports issued by telephone or informal note are an excellent means of cementing a warm home-school relationship. Further, in the case of the teens these reports sometimes help narrow the generation gap or overcome strained parent-child relationships.

Additional Features Which Might Be Investigated

In many communities in inner cities and other disadvantaged areas, adults are discouraged by the drab monotony of their existence and frustrated by the bleak outlook for their children. The children have no adequate place for play and nothing much with which to play. Further, the school expects the children to study even though many lack both a place for concentrated study and someone equipped to help them.

Many parents in these communities would welcome the opportunity to do something positive for themselves and their children but they see no way to do so. They need leadership and supportive guidance by school personnel prepared to work along with them in a spirit of mutuality. By working through a parent group such as the one we have discussed, the school could provide this leadership. Some of the activities which immediately suggest themselves involve extended use of the school plant and its resources.

Special Groups for Mothers - With the help of the home economics department, a few knowledgeable mothers might be organized to help other mothers master sewing skills or other skills which would enable them to stretch household dollars and otherwise improve family living.

Parent Monitoring Services - The facilities of our public school buildings are little used during after school hours, week ends and holidays. At these very times a number of school-age children lack both a place for home study and adequate recreational facilities. With imaginative planning neighborhood schools might well become both study centers and recreational facilities where parents shared with school personnel responsibilities for implementing such plans.

Shared Interest - Many parents residing in crowded inner-city neighborhoods lose their zest for living because life consists of a daily series of monotonous routine activities. Usually, these people have limited personal contacts and very little social life. They have not developed any sort of hobby interest. On the other hand, most of them do have some latent interest that would thrive once it was brought to light and nurtured. It is suggested that the school's parent organization help parents discover these latent interests.

Thus, the parent education program which is one phase of the Teen Tutorial Program might become an even more meaningful way of relating to parents in the community. From a psychological standpoint, one of the best means of developing parent interest in the school program is to involve them in the program via their interest in their children. Lack of interest, distrust, and even hostility toward the school is minimized if parents understand what the school program is trying to accomplish with their sons and daughters. Arrangements might be made for use of school facilities on occasions.

Appendix A

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Appendix B

THE PROFESSIONAL STAFF--1968-1969

Project Supervisor, Mrs. Sharleen O'Bryan

Associate Supervisor, Catharine M. Williams, Ph.D., Associate Professor of Education, The Ohio State University

Project Teaching Staff:[1]

Miss Jane Chidester
Mr. William Fencl
Mrs. Helen Goodwin
Miss Karen Hillyard
Mrs. Donna Thomson
Mr. Gary Vicars

Building Principals:

Miss Margaret Griffin, Finland Elementary School
Mr. M. Laughlin, Finland Junior High School

Consultants:

The Ohio State University, Columbus, Ohio
  Marie Dirks, Ph.D., Professor of Home Economics
  Mrs. Wilamette Sisson, Associate Professor of Social Work

The University of Kentucky, Lexington, Kentucky
  Collins, W. Burnett, Ph.D., Chairman, Department of Higher and Adult Education

Michigan State University, East Lansing, Michigan
  Irvin Lehmann, Ph.D., Office of Education Services

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1. The first five named teachers currently belong to the six-member team responsible for conducting an adaptation of the program at the program-based schools.

Appendix C

EXCERPTS FROM TEACHING UNITS[1] DEVELOPED FOR THE COURSE FOR SEVENTH GRADERS

Part I. Excerpts from the "Unit on Child Development"

[Excerpts from this unit were selected to show how the unit was introduced and some of the techniques and procedures used to prepare students for their tutorial-related activities.

Our explanation between excerpts will be boxed off from the quoted text by brackets as is this introductory comment.]

UNIT ON CHILD DEVELOPMENT

I. Orientation
   A. Introduction of staff
   B. Exchange of expectations--students and staff

Suggestion: If you are going to evaluate the program, now would be a good time to find out where each child is on the developmental scale. Keep a folder handy for anecdotal records to be used by all teachers. Records should be kept for both teens and kindergartners.

II. Introduction to Child Development Unit

Suggestion: We found that most students have had some experience in baby sitting and that this is a good approach to beginning a unit on child development. The teens were given a questionnaire on the experiences they may have had with small children. The following questions were included:

1. Do you have any younger brothers or sisters?______ List ages ____________
2. Do you baby sit with your younger brothers and sisters while your parents are away?____________________

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[1] These units are included in the Teacher's Guide to the Teen Tutorial Program.

3. Do you have any responsibilities for your brothers or sisters while your parents are home? Example: feeding, dressing, supervising play, etc.
4. Do you baby sit for children of neighbors or family friends? ________
5. In caring for a child, have you
   a. Bathed a baby under two years of age?
   b. Bathed children over two years of age?
   c. Diapered and dressed a baby?
   d. Dressed toddlers?
   e. Given a baby a bottle?
   f. Spoon-fed a child?
   g. Put young children to bed?
   h. Read a story to children?
6. What do you like about children?
7. What do you dislike about children?

III. Responsibilities of a Baby Sitter

Suggestion: (1) Divide into groups and discuss the responsibilities of the baby sitter. The following responsibilities should be discussed:

1. Be on time.
2. Get important telephone numbers--where parents can be reached, doctor, fire department, relative or neighbor.
3. Be alert at all times. Check on children frequently.
4. If you use the telephone, limit your conversation to no more than three minutes. Do not make personal telephone calls while on the job.
5. Eat only the food that has been designated for you.
6. Leave the house as orderly as you found it.
7. Keep doors locked and don't open them to strangers.
8. Don't have friends in unless child's parents agree.
9. Notify parents well in advance if you cannot keep the date.

(2) Have the teens make a list of information the baby sitter should know if staying alone with a child, then discuss. If the teens have trouble compiling a list, refer them to Sitting Safely.*

*Sitting Safely. Gerber Food Products. Fremont, Michigan (free)

(3) Role play a baby sitter interview for a job.

IV. Responsibilities of Parents to the Baby Sitter

Suggestion: Have students list the responsibilities of the parents to the baby sitter and then discuss. Such responsibilities might be:

1. Pay baby sitter promptly.
2. Provide emergency information and phone numbers.
3. Provide transportation to and from the baby sitting job.
4. Provide a small snack.
5. Don't expect the baby sitter to clean the house, launder, etc., unless paid accordingly.
6. Don't add the care of children of your friends unless such addition has been agreed upon with your baby sitter.

V. How to care for a child of age one to five:

A. Feeding
B. Diapering
C. Playing
D. Bathing
E. Dressing

Suggestion: 1. Discuss reasons why babies cry. See worksheet "What to do When a Baby Cries?"

2. Discuss feeding the baby, feeding older children, diapering, playing and bedtime. See "Baby Sitters' Clinic."

3. Have a mother come to class with her baby and demonstrate feeding, burping and diapering a baby. If no mother is available, have students demonstrate with a doll.

4. Divide into discussion groups and have students work out answers to common problems of baby sitters.

VI. Identification of hazards for small children

Suggestion: 1. Teens list in order the first three things they would do in case of fire, illness and accident when alone with a child. Compare teens' lists with the following:

In case of fire:
  a. Take children to neighbor's home
  b. Call fire department
  c. Call child's parents

In case of illness:
  a. Comfort child
  b. Call child's parents
  c. Follow parents' instructions
  d. Call the child's doctor

In case of Automobile accident:
  a. Comfort child (cover with blanket)
  b. Call emergency squad
  c. Call child's parents

2. Divide into groups and have students list some hazards for small children that are found in the home.

3. Teens take check list* and look for hazards in their homes and in homes where they baby sit. Discuss the hazards found and decide how they can be resolved.

4. Have the teens report on what to do:

   a. If a child drinks paint thinner**
   b. If a child has a bicycle accident
   c. If a child is badly cut
   d. If a child is burned
   e. If a child falls
   f. If a child drinks an insecticide or other poison***

VII. Characteristics of children three months to four years

In order to work with kindergarten children, the teen tutors must have an understanding of the physical, emotional and social developmental characteristics of young children up to and including kindergarten age. The following material and information was covered in order to provide the teens with an understanding of the characteristics of children from three months to four years of age.

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*Gerber Products, Fremont, Michigan (free).

**Metropolitan Life Insurance Co. materials, New York (free).

***_Ibid._

[Omitted is listing of characteristics of children of these early years.]

Suggestion:
1. Show the film "Terrible Two's and Trusting Three's." Have teens look for physical, emotional and social characteristics at each age and compare them.
2. Have a mother of a two year old and a three year old come to class with the child and tell about the child's schedule, abilities and stage of development.
3. Have teens present skits showing characteristics of two to four year olds.
4. Show film on "Frustrating Fours and Fascinating Fives." Teens should look for physical, emotional and social characteristics of each age and then compare them.
5. Have a mother of a four year old bring her child to class and tell about the child's schedule, abilities and stage of development.
6. Take a field trip to a local nursery school to compare four year olds and nursery school activities with five year olds and kindergarten activities.

[Several pages omitted here include discussion sheet "What to Do When a Baby Cries" and "Baby Sitters' Clinic."]

VIII. Introduction to the kindergarten aspect of the Teen Tutorial Program

Before initiation of the kindergarten aspect of the program, each teen tutor is given a copy of the Teen Tutor Handbook which he retains for reference and anecdotal record keeping throughout the year. The teacher has an identical copy of the handbook.

Suggestion: To initiate discussion about the program, the teen tutor teacher read the following paragraph from the Student Handbook:

> Before you are ready to help, you will watch kindergarten children to learn how they act, think, and feel, and what sort of help they need. You will notice how the teacher guides activities to help each child. Notice that the teacher never expects any child to do more than he can. However, she does encourage each child to do all he is able to do.

Following this introduction to the whole class, the teen tutors are broken into small groups with a member of the team serving as group discussion leader, using the following questions to encourage discussion:

1. Did you go to kindergarten?
2. Do you have brothers or sisters who are going or will go to kindergarten?
3. What do you think goes on in kindergarten?
4. Do you think children should go to kindergarten?

A. Goals for teens when working with kindergartners
   1. Help the kindergartner distinguish between fact and fancy
   2. Help the kindergartner have a variety of experiences
   3. Help the kindergartner learn to work and play with others
   4. Help the kindergartner think for himself
   5. Help the kindergartner understand that children are different and have different abilities and interests
   6. Help the kindergartner develop respect for all children regardless of ability or interest
   7. Help the kindergartner learn by doing, examining, imitating, and questioning
   8. Help the kindergartner get satisfaction from the doing as well as the end product, since at age five his work may or may not be what he had hoped

9. Encourage the kindergartner to ex-express himself through: talking, art activities, dramatizations, music, and play activities
10. Give the kindergartner the freedom and time to find out for himself what he can do for himself

Suggestion: Have teens discuss each goal to be sure they understand the meaning of the terms. have them give examples of their ideas. Kindergarten teachers add examples from classroom experience.

IX. Characteristics of five, twelve and thirteen year old children

Suggestion: (1) Aids to initiate discussion
- a. Do you have any five year olds at home?
- b. Do you have any relatives or neighbors who have five year olds; or do you baby sit with five year olds?
- c. Can you describe a five year old child? What is themeaning of physical, mental, emotional, and social?
- d. Each child is an individual.
- e. We are all alike in some ways. Compare similarities of five year olds with twelve and thirteen year olds.
- f. Are all five years old the same size?
- g. Are all seventh graders the same
- h. Define the word characteristics.

[Omitted are the detailed lists of the characteristics of the five year old, the twelve year old and the thirteen year old. Characteristics are listed under four headings: physical, emotional, mental, and social. Also omitted is the listing "Basic Needs for Everyone."]

Suggestion: After discussion of the basic needs we talk about how the teens could help the kindergarten children satisfy some of the above needs.

A. How basic needs are satisfied in other countries

In order to limit this broad area of study, it is suggested that the teacher use the approach of looking at two developed countries and two underdeveloped countries. Any countries may be used. However, it is advisable to use the United States as the foundation from which comparison can be made by the teens. By looking at a few examples, the comparisons that are made would be valid in most cases.

1. Developed countries
    a. How basic needs are met in the United States (specifically Our Community)

Using the preceding list of basic needs, small groups of teens discuss how each need is met. They are encouraged to draw from their own families and observations in their community.

b. How basic needs are met in Japan

After viewing a movie or filmstrip, teens discuss similarities and/or differences in how basic needs are met in Japan.

2. Underdeveloped countries

a. How basic needs are met in India

After viewing a movie or filmstrip, teens discuss similarities and/or differences in ways developed and underdeveloped countries meet basic needs.

b. How basic needs are met in Burma or Thailand

After viewing a movie or filmstrip, teens discuss similarities and/or differences in ways basic needs are met in two different underdeveloped countries.

XI. Role of the Observer

Since observation is the first activity engaged in by the teens in the kindergarten classroom, it is necessary that they be prepared in advance for this activity.

Suggestion: (1) the role of the observer was introduced by the teacher by reading from the Teen Tutor Handbook the following: "You are going to join one kindergarten teacher in helping kindergarten children get ready to be first graders. The teacher will not expect you to do exactly as she does. She knows that you have a personality, too. She will expect you to think about why she does what she does. She will welcome your questions when you discuss your observations. When you have questions, jot them down so that you will not forget to ask them.

"You will be observing one teacher. She will be working in her own way because she has a personality all her own. If you could observe several kindergarten teachers, you would see that each works in her own individual way."

(2) Under teacher guidance, the teens established their own set of rules for behavior. This discussion attempted to bring out the following points:

Observe and take notes on
  (a) The different work areas of the room such as the big blocks, workbench, housekeeping corner, painting, sink, tables, chalkboards, books, etc.
  (b) Bulletin board displays and any use made of them
  (c) The teacher and her interaction with the kindergartners
  (d) The behavior of particular children
  (e) What the children are doing
  (f) As many examples as you can of how the teacher is working to accomplish the kindergarten goals
  (g) Examples of typical five-year-old behavior and how the teacher reacts to it

(3) Evaluation following observation should be conducted with the kindergarten teacher of the class that was observed. For best results evaluation sessions, whether following lessons or observations, should consist of no more than seven teens. Closer interaction between teens and teens, and between teens and teachers results in a more meaningful exchange of ideas and experience. Also, the teacher and teens can better identify teens' problems and together seek solutions when the size of the group permits this kind of sharing and discussion.

(4) Following the presentation of the foregoing materials and information, an appropriate evaluation instrument should be prepared and administered the teen tutors so that the teacher and the teen tutor may know the extent to which the information has been meaningful to the teens.

XII. Audio-Visual Presentation

A. Kindergarten materials

It is essential that the teen tutors become aware of and familiar with the materials used by teachers in the kindergarten classrooms. Early in the year, the teens are made familiar with the elementary school library containing filmstrips, books and other materials which they will use throughout the year with the kindergartners. In addition, the teen tutor classroom and the materials center in the elementary school contain children's games and audio visual materials which help in the development of auditory and visual discrimination skills of the kindergartners. The teens also are introduced to the various materials and apparatus contained in the kindergarten classrooms and instructed in the purpose of these materials and how they are to be used.

B. Large audio-visual equipment

A major feature of the Teen Tutorial Program is the use by teens of a variety of materials and techniques in developing the skills of the kindergarten children. It was essential, therefore, that the teens be instructed early in the use of the large audio-visual equipment so that they would have adequate knowledge of its operation to feel comfortable in using it throughout the year. The world culture's teacher was primarily responsible for this phase of the unit and the procedures used by him were:

1. Introduction to individual pieces of equipment
    - a. record player
    - b. overhead projector
    - c. opaque projector
    - d. slide and filmstrip projector
    - e. tape recorder
    - f. 16 mm. motion picture projector

[Omitted at this point are detailed suggestions for teaching use of equipment and test sheets for evaluating the outcomes.]

C. Readiness material

1. Mathematics
2. Science
3. Reading readiness

Suggestion: Each group of readiness materials was presented to the teens following somewhat the same basic type of procedure as used for large equipment.

Mathematics
1. Small counting blocks
2. Flannel board materials
3. Counting frames
4. Peg boards
5. Mock-up clock
6. Traffic signs

Science
1. Color paddles
2. Magnets
3. Magnifying glasses
4. Classification games
5. Signs of seasons

Reading Readiness
1. Opposite concept cards
2. Likenesses and differences materials
3. Records
4. Alphabet cards
5. Flannel board stories
6. Puzzles
7. Classification games

XV. Planning lessons

The following points should be reviewed and emphasized periodically throughout the year.

A. Purpose
   1. Know what you want the child or children to understand, enjoy, or be able to do.
   2. Know your child or children--be sure they need or are interested in your subject.

B. Materials
   1. Have materials ready before lesson time so you don't lose your kindergartner's attention.
   2. Try to use materials which children can manipulate.
   3. Use a variety of materials.
   4. Be creative--make as many of the materials you use with your kindergartner as possible.

C. Procedure
   1. Plan your lesson carefully.
   2. Go over your lesson before presenting it to the class or child.
   3. Know what you will say and do--if you need notes to help you, use them.

4. Presentation to other teens

Suggestion: Preparation refers to that aspect of the program in which the teens plan the lessons they are to use with the kindergarten children. Groups of not more than seven or eight teens should work under the supervision of a teacher in preparing activities to use with the kindergartners. During this preparation time, the teen shows his lesson plan to the teacher who discusses it with the teen with regard to purpose, materials needed, and the thoroughness with which the lesson is planned.

D. Sample lesson plan

Sample lesson forms are shown on pages [79 and 80]. It is the same form used by the teens in preparing lessons for kindergartners throughout the year.

E. Presentation

Suggestion: During the observation period at the beginning of the school year, teens were guided by the teachers to choose a kindergartner with some of the characteristics or personality traits which the teen himself had. In working with a child who was very shy, for example, the shy or backward teen may begin to understand why he himself is shy and may be able to overcome it. The teens chose a kindergartner and worked with only that kindergartner until the middle of the school year. At that time, some of the teens worked with small groups of five or six children, including their own kindergartner. The teens were encouraged to let the kindergarten children do as much of the talking, asking, and finding of information as possible.

F. Evaluation after lesson

An evaluation period followed each lesson presented in the kindergarten classes. The teacher who had observed the lessons with the kindergartner met with all teens who had been observed by her. This evaluation period immediately followed the kindergarten lesson and generally consisted of seven or eight teens. The procedure followed in this evaluation period usually included:

(1) Each teen tutor told what he did for his lesson.
    (a) Was the lesson successful? Why or why not?

(b) How would you change it if you were to do it again?

(2) The teens were required to make short anecdotal records about their own child after each lesson. In this way the teen was able to note the characteristics of the five year old and the developmental changes of his child throughout the year.

STUDENT LESSON PLAN (DISCUSSION SHEET)

NAME________________________DATE The date you will present this lesson

KIND OF LESSON- Main subject of lesson

CHILD - Name or names of your children

PURPOSE - What you are trying to teach the kindergartner

PROCEDURE - The order in which you are going to present your lesson (step by step)

1.

2.

3.

4.

5.

MATERIALS - List all materials you will use.

List books and filmstrips by their title.

STUDENT LESSON PLAN (SAMPLE)

NAME_________________________ DATE_________________________

KIND OF LESSON - Seasons

CHILD - John Brown

PURPOSES - To show that trees change with the seasons

PROCEDURE -
1. Show the filmstrip called "Plants ,Change Through the Year"
2. Ask him what he sees in the pictures, ask him what he notices about the trees and plants and how they change.
3. On a flannel board, I will put up the 4 trees each of a different season.
4. Ask him to tell me which tree looks like it is in Fall, Winter, Spring, Summer and why he picked that one.
5. Give him the 4 girls and have him match them to the trees. Again have him tell why he matched them up that way. (If he is wrong, we can talk about which would be better choice and why.)
6. Have him draw a picture of his favorite season and something he does during that season.

MATERIALS - Filmstrip: "Plants Change Through the Year"

Flannel Board
Instructo: Seasons (the 4 trees)

1 sheet drawing paper

1 box crayons

Suggestion: The first lesson may be reading a story and having a follow-up activity with a kindergarten child. The following is a list of suggestions for reading a story:
1. Choose a story you enjoy.
2. Speak clearly and in a pleasant voice.
3. Dramatize--change your voice to suite the mood of the story.
4. Practice your story until you feel comfortable.

5. Hold the book so the children can see the pictures at all times.
6. Involve the children, e.g., ask questions occasionally.
7. If the children want to hear the story again and there is time, reread it.
8. Some follow-up activity. Keep it simple. May involve use of crayons by the children, questions, discussion, or having the child tell you the story by looking at the pictures.
9. Choose a book with colorful illustrations and pictures large enough for the children to see easily.

The teens should read individually to different kindergartners until he feels he is able to choose the kindergartner he would like to work with throughout the year. Once the kindergartner has been chosen by each teen, the different types of readiness materials will be presented to the teens.

Part II. Excerpts from the "Unit on Social Services"

[Excerpts from this unit are included to show how a unit that is quite different from the one on child development was organized and outlined for teaching.

Not included among selected excerpts are the following materials prepared for distribution and study: "History of Social Services" and a detailed case history of a boy. Omitted entirely are those parts of the unit which were prepared for treating the following aspects of the subject: services to children, community health services, and group functions of social services. Included from the topic, "Other Protective Services," is one page that deals with youth and the law.]

Introduction

The unit on social services described in the following pages extended over a period of several weeks. Each of the specific areas of studies shown indicates the focus in the particular study at a given time, and the questions, activities, and resources listed under each are simply some of the ones included in the actual procedures employed. Obviously, many questions would be initiated by the teachers and many others would arise in the course of discussions and those questions presented here simply suggest the approach used. By the same token, many field trips were taken which cannot, from the standpoint of practicality, be included here and, indeed, need not be described here, since the local situation and resources would determine to a great extent the field trips to be taken during the study.

SOCIAL SERVICES

Interdependency

Questions	Activities	Resources
How are we interdependent?	View film "Our Community" with instructions to watch for ways in which we depend on others for our basic needs. Then divide into groups and discuss ways in which we depend on others in our community. Have each teen find the definition for the following words and discuss the meaning in class: Interdependency, physical needs, social needs, and emotional needs. Have teens write a chain reaction of the people involved in satisfying at least one physical, one social, and one emotional need.	"Our Community," EBF, color, 11 min.
What occupations are you thinking of for the future?	Divide into small groups and discuss job qualifications of community workers. Have the school counselor bring in occupational catalogues and explain their use so that the teens can find the information for their job interests.	School Counselor
What is the Malthus Theory? How does it apply today? What areas of the world reflect Malthus' Theory? What problems will arise by the year 2000?	Discuss the Malthus Theory of population growth. Present and discuss World Population Chart. Class discussion of world problems by year 2000.	The Worldly Philosophers, Robert Heilbroner. New York: Simon & Schuster, 1965, pp. 71-73. See Chart "Population Trends" (next page).

SOCIAL SERVICES

Familiarity of Community

Questions	Activities	Resources
What are the industries, stores, recreational facilities, social services, fire departments, hospitals, and other social agencies that are in your community?	Using a map of the community, have different groups of teens use coded colors to mark the location of stores, industries, recreational facilities, social services, fire departments, hospitals, and other agencies.	Map of community (obtained from school district or highway department)
	Invite parents who work in these businesses or agencies to come into class to discuss their jobs with the teens.	Parents who are working in related areas in the community
How are communities around the world similar?	Write letters to embassies of countries in which the groups are interested to gain information about a major city and social services in the community.	Embassies in Washington, D.C.
	Have a speaker from a foreign country describe his home community and common family problems.	Resource persons from foreign country. Exchange students are excellent source.
How do you behave on a field trip? What do kindergarten children want to find out about the fire department?	Before the kindergarten children take a trip to the fire station with their teens, the teens discussed with small groups of kindergartners their behavior on trips and what questions they would like to have answered as a result of the trip.	

SOCIAL SERVICES

History of Social Services

Questions	Activities	Resources
How, why and when did social services begin?	Divide the class into small groups, read and discuss the following history of social services as a background for the study of specific social services.	"History of Social Services" (next page)
	Assign several students to look up the definition of the following words and report back to class: charity, social services, and philanthropist. The class can discuss the meaning and rephrase the definitions in their own terms.	
How do individual lives influence history?	Interested students report on leaders in the field of social services.	Available biographies of leaders in the field of social services
How have philanthropists contributed to social services?		

SOCIAL SERVICES

Common Problems

Questions	Activities	Resources
What problems are common to most teen-agers and what are some solutions?	Have groups of teens discuss problems common to most teenagers, for example, communication with their parents.	*Seeing Ourselves*, by Shull, Clarke, et al., Minneapolis; American Guidance Service.
	Divide class into small groups and have each group prepare a skit about a problem they feel is common to most teen-agers, i.e., communication with their parents. Have teens present the skits to the class and then discuss the common problem involved and possible solutions.	
	Book reports by interested students on problems of teen-agers in other countries.	Oxfam Series Case Studies of Developing Nations, by W. J. Hanson, Houghton Mifflin Company, Boston, 1967. *Ecuador--Learning by Radio*; *Nigeria--A Boy and Leprosy*; *Tibet--Refugees from the Roof of the World*; *Botswans (Bechanaland)--This is a Hungry Year*; *East Pakistan--In the Wake of the Cyclone*; *Korea--The Aftermath of War*.

SOCIAL SERVICES

Role of Social Services

Questions	Activities	Resources
How do social services help people?	Assign different groups of teens to find out how social services help people with their physical needs, social needs, and emotional needs. Then have the groups report their findings to the class.	Use *Directory of Social Services* for your community.
What is Fred's problem? Can he be helped? Who can help him now? Who could have helped him along the way? Could anyone have given the family more assistance.	Divide into small groups and read case history of a boy. Discuss the case. Duplicate copies of the case history were distributed.	*Youth Development Project* (Curriculum Guide, Lesson Plans, and Supplementary Materials), The Ohio State University Research Foundation, 1964.
	Check to see if the teens know the meaning of Aid to Dependent Children (ADC). If not, define it for them.	
	Student reports on social service agencies in foreign countries.	
What are some concerns of the world wide social services?	Write to the agencies the students are interested in learning more about.	Information received from the embassies. Contact UNICEF, UNESCO, Project Hope, World Health Organization, Peace Corps, Red Cross, Public Health, World Council of Churches.

SOCIAL SERVICES

Meeting Family Problems

Questions	Activities	Resources
What kinds of help are offered by family service agencies?	Explain or read resource information	"Family Service Agencies" (see next page)
	Divide into small groups and discuss whom to contact for help and how to make contact for family services provided.	
	Read and discuss in small groups typical problems that a family might take to a caseworker.	See "Family Problems" discussion sheet
	View film, "The Family Affair." Have small group discussions concerning the family problems presented in the film.	"The Family Affair," b&w, 23 min., Affiliated Film Producers, Mental Health Film Board.
	Have students act out skits concerning family problems in other countries. Teens and kindergarten homes are visted in the fall and again in the spring by members of the staff. Kindergarten teachers visited the homes of their students and the same with teen teachers. Rapport was established with parents so that they felt free to discuss family problems and possible solutions with the staff. Thus, the teaching team could refer them to the proper agencies for further help if needed.	
	Have the teens help the kindergartners make food booklets using pictures cut from magazines to classify foods into the four food groups. This includes discussing what is meat, planning well balanced meals. Teens make jello to serve during snack period.	Old magazines Jello, hot plates, bowls

Family Service Agencies

Today there are some special social services or organizations which try to help families solve problems that are too big for them to handle by themselves. Caseworkers are people who are specially trained to give help and guidance to families. Like doctors, most caseworkers have not only had several years of training at a special school but they have also had practical experience helping families. They have learned to find the cause of trouble and to understand and decide what kind of help the family needs.

Caseworkers try to help children and parents have a happy family life. They know how important loving relations are between father, mother and children. Caseworkers know that good family relations help children to develop into useful and happy adults.

A social service working with families may give some or all of the following services.

1. Marriage counseling
2. Parent-child counseling
3. Independent counseling with personal problems
4. Management, nutrition and budget
5. Counseling for unwed parents
6. Homemaker services
7. Adoptive placement
8. Foster home placements
9. Material assistance--money, food and clothing on an emergency basis

Family Problems

A. Tom's father died recently leaving very little money. There are several younger brothers and sisters so that it would be difficult for his mother to leave home and go to work. Who can help her?

B. Mary's father is out of work. How can he find what jobs are available and what kind of work is best suited to his abilities?

C. Betty is so worried because her mother and father quarrel so much at home. Is there anywhere her parents can get help for their marriage?

D. Helen's father is having trouble with a neighbor who is threatening to sue him. The family doesn't have much money for a lawyer. Where can they get inexpensive legal help?

E. The three Jones children come to school poorly dressed and dirty. They also complain that they have no breakfast. The principal sent notes to their mother but received no response. Who can be called to get help for these children?

SOCIAL SERVICES

Health Services

Questions	Activities	Resources
What are health services?	Read and discuss background information.	"Community Health Services" (see next page)
	Define psychiatrist and psychologist for the class.	
	Discuss some typical health problems that can be treated by the Health Services.	Discussion sheet on "Health Problems"
	Have the teens write problem situations and possible solutions. In small groups have them evaluate each others' solutions.	
	View film, "Guardians of Health," giving the teens specific things to look for which would be used in discussion following the film.	"Guardians of Health," color, 21 min., Ohio Department of Health, 266 North Fourth Street, Columbus, Ohio 43225
	If the teens have questions which can best be answered by a health officer, have them compile the questions to be used in an interview with a health officer. In interviewing a health officer, the teens may use a tape recorder and bring the tape back to class so the entire class may hear it.	Health Officer
	Group report on public health services, previously assigned.	Information from local public health department
	After the visit by the school nurse, the teens discuss with kindergartners ways they can help their bodies grow.	School nurse in kindergarten class

SOCIAL SERVICES

Youth and the Law

Questions	Activities	Resources
What are the functions of the Juvenile Bureau?	Have students compile a list of questions for the speaker to cover.	Speaker from Juvenile Bureau
	View and discuss the film, "Youth and the Law."	"Youth and the Law," b&w, 36 min. Mental Health Film Board (International Film Bureau)
What do you want to know about the police station?	Compile a list of questions to be answered during a visit to the police station.	
	Take a field trip to the police station.	Local police station
How can drugs affect you?	Have speaker from police department come to class and talk about drug users and the law.	Speaker from police department (Most police and sheriff departments have excellent movies on drug addiction)

Appendix D

TRANSCRIPT OF RECORDED INTERVIEW WITH PARENTS

Code: B, Dr. Collins W. Burnett; H, Mrs. Peter Halle; and R, Mrs. John Ritter.

Dr. B. Mrs. Halle, you have a daughter Barbara Sue. How did she become interested in the program, do you remember?

Mrs. H. Well, it was over at school last year, grade school, the teacher put her in. I didn't know anything about it. I think last year, was the first year wasn't it?

Dr. B. Actually it started before that. She probably volunteered for the program when she heard about it.

Mrs. H. Well, the teachers thought it would be a good idea, too.

Dr. B. Mrs. Ritter, how did Janice become interested, do you remember?

Mrs. R. She had expressed the idea that she wanted to be a teacher, and her sixth grade teacher thought this would be a sure way to make her decision.

Dr. B. And now as a kind of outcome from her experience in the program dod you think Janice is more inclined than ever to want to become a teacher?

Mrs. R. Definitely, perhaps a missionary teacher.

Dr. B. That's something different. Now let's go ahead, Mrs. Ritter, let me ask you another question. In your opinion, do you think the program was worthwhile or not?

Mrs. R. Very worthwhile.

Dr. B. Do you want to add to that.

Mrs. R. In that children experience what we tell them. If we just tell them it doesn't sink in nearly as well as if they're given a chance to carry out some of these things or actually work with children. I feel Janice knew more about two year olds than I did when I had a two year old. They brought a two year old into the classroom and observed him. This type of thing. Actual experiencing, I think, adds more to their education than a thousand words.

Dr. B. Is there anything specific on Janice's behavior or comments or change in attitude or anything that in some way possibly was an outgrowth of her being a Teen Tutor? I know it's difficult to relate these things.

Mrs. R. I think she began to have more understanding of what parents have to go through. She actually got out her baby book and went back to see what she did in kindergarten. I have saved some old papers, drawings, and she compared these with the things that her kindergartner who was Fay Wyant did. She began to relate back to her past experiences which is something that I've never seen. Now I might be inexperienced as a mother. She is my oldest, and I've never seen a child do this.

Dr. B. So possibly through her work with the kindergarten youngster, she decided that she wanted to find out some of the things that she did when she was that age. That's quite different.

Mrs. R. In her child development study she wanted to know whether she had made a short sentence at the age they expected her to and this sort of thing.

Dr. B. She was checking up on herself.

Mrs. R. Right.

Dr. B. Well, that's pretty good.

Mrs. R. I was really very fascinated with the things that she did, in appraising herself.

Dr. B. Let's turn to you, Mrs. Halle, in your opinion would you say that the Teen Tutorial Program was worthwhile or not?

Mrs. H. Yes, it is. Barbara loves to work with children. She's my youngest and she used to work with them over in the other school in the art room. She just loves to work with children and I think she learned a lot. The same as Mrs. Ritter here, I think she learned a lot from the little ones that she had forgotten from when she was a little child.

Dr. B. Can you think of anything specific Barbara Sue may have mentioned to you which would indicate her opinion of the program or did you notice any change in her behavior in any way that might have been an outgrowth of her work with the little kids?

Mrs. H. I know she acted more grown up.

Dr. B. She's acted more mature?

Mrs. H. I think she has.

Dr. B. Of course, that could have happened anyhow.

Mrs. H. Yes, but she's always talking good of it. She likes it and talking good of it.

Dr. B. When she came home in the afternoon did she sometimes talk about what she did with her kindergartner?

Mrs. H. Yes, I think she was getting just as big a kick out of it as they were.

Dr. B. Yes, I guess you've indicated as best you could any changes that you have noticed. One change that you noted Mrs. Ritter was that your daughter was going back to check up on herself to see if she were at a certain stage in comparison with what she had learned a child should be doing. Did you think of any other gains, Mrs. Halle, that Barbara Sue made that could be related to the program? Did she show any new interest? Did she come up with any new ideas that would suggest some carry-over from the program?

Mrs. H. I don't really know. I know she talked about it a lot.

Dr. B. Which probably indicates she was interested.

Mrs. H. I think at Christmas time she helped make up games for the children. She enjoys anything like that.

Dr. B. Did she go on the trip with the little kids to the Lazarus store at Christmas time?

Mrs. H. Yes, she did. She didn't tell me too much about that experience.

Dr. B. Of course, she had been there before. Some of the little kids hadn't been there.

Mrs. H. Also, didn't they go to the fire station?

Dr. B. Yes. Had she ever been there before?

Mrs. H. Not that I know of. Barbara Sue just acts so much different with the children. We had her so late in life. We had her spoiled, being with the kids seems to have changed her so much.

Dr. B. Now she's your youngest?

Mrs. H. How many older?

Mrs. H. I have two older. One girl twenty-eight and one boy eighteen. Naturally, late in life like that we've spoiled her a lot. When you're older you let them do things that you wouldn't when you were younger. It seems like Barbara Sue is so changed. She really loved it and wanted to know if she could take it this year. You know she's interested.

Dr. B. Mrs. Ritter, do you remember any specific comments or behavior on the part of Janice that might be related to the program.

Mrs. R. Very definitely. She gained an interest in world affairs through her social studies with Mr. Fencl. We were really surprised to find she didn't know any of the world leaders at all, of the Communist countries and all. The only one was President Johnson. It sort of humiliated her really to realize she knew so little of what was going on. What was in the newspaper and on the news everyday.

Dr. B. What did she do about it?

Mrs. R. Well, she began to read the newspapers and began to take an interest in all these things. She made an A in her social studies.

Dr. B. Looks as though she really worked at it.

Mrs. R. She did. She did a lot of research at home on different countries and made some extra reports.

Dr. B. Now, if you don't mind let's bring in right now the incident you were talking about awhile ago when you mentioned that you were taking some course work over at the University in order to finish your degree. You made a presentation in your sociological course about the Teen Tutorial Program. Do you just want to comment on that briefly.

Mrs. R. When we reached the chapter on education, I began to realize how important the social aspects of young children are and how hard it is for a kindergarten teacher to work with, say, thirty-five children and give them individual attention in a two and half hour span. Then I began to see how very enriching this program is for the kindergarten as well as for the seventh grade. I feel this might encourage the seventh graders to stay in school and at least help them to become better parents.

Dr. B. What kind of a presentation did you make in the sociology class over at Ohio State?

Mrs. R. I used the fourteen minute filmstrip and commentary. I took a Teen Tutor with me to work all the equipment because this is something they had learned. The Teen Tutor made an interesting comment when I called to ask him if he would do it. "Oh, now I know why Mr. Fencl gave us that test on running all this equipment." He was very happy to get a chance to use it.

Dr. B. You think he enjoyed the experience?

Mrs. R. Very much.

Dr. B. Did he seem to be threatened by the large class? You said there were how many in the class?

Mrs. R. About one hundred and fifty. He was a little bit terrified of the whole situation but I kept telling him I was as frightened as he was.

Mrs. B. Were you the only one that made that kind of a presentation?

Mrs. R. Yes, this was my own idea.

Dr. B. Did the commentary from the filmstrip have enough volume to carry?

Mrs. R. Yes, it went very well.

Dr. B. Good, I hadn't heard of anyone using the filmstrip in that large group before so I'm glad to know about that.

Mrs. R. Yes, it went very well. Leonard Young was the Teen Tutor and some questions I was unable to answer, he was able to answer quite well.

Dr. B. Fine, then you made a good team together. That's very unusual. I'm glad that you had mentioned that awhile ago. Now, Mrs. Halle can you think of any unfavorable comments relating to the program? Something that would be a minus point?

Mrs. H. Not a thing. I'm just so glad she got into it. I think Barbara has learned real well.

Dr. B. How did her grades turn out?

Mrs. H. Oh, she got good grades.

Dr. B. Did she get better grades this year than last?

Mrs. H. Well, the subjects are different but I think she made better grades this year than last.

Dr. B. Of course, it's awfully difficult to say that the Teen Tutorial Program caused that. That's something we don't even try to do. The comment is an interesting one. That would be very important to make a check of the Teen Tutor's grade performance this year in comparison with last year.

Mrs. H. She got mostly B's.

Dr. B. Now Mrs. Ritter, in terms of Janice, can you think of any unfavorable comments that she made about the program or do you yourself think of any kinds of things that didn't work too well that we might improve another time?

Mrs. R. Seems to me she thought the last two months, the part with Mrs. Thomson were sort of boring. This was on sex and reproduction, I believe. She thought the last two months was kind of boring in relation to the rest of the year.

Dr. B. Yes, well that could mean, maybe, that she just wasn't motivated for that kind of unit at that time.

Mrs. R. Could be readiness. She might not be as mature as most of the others.

Dr. B. Could be, maybe something else. World cultures, developments in world politics might have excited her more. Never know. Do you think of anything else unfavorable?

Mrs. R. I can think of one unfavorable comment she made. She expressed strong disappointment that they didn't get to present after they had prepared a lesson plan for the kindergartners. This seemed to be quite a disappointment.

Mrs. H. I think a month or two before school is out they get kind of tired about everything and they slack down a little bit. We all do.

Dr. B. I think the teachers do,too.

Mrs. H. You are tired. You've had it all winter. I think children are only human.

Dr. B. Now school has been out for awhile. Has Barbara Sue said anything lately about the Teen Tutorial Program?

Mrs. H. No, just that she'd like to work with it next year. She wants to come back to the program.

Dr. B. Maybe something like that could be worked out. Now how about Janice? Has she made any comments about the program?

Mrs. R. She wants to help first graders.

Dr. B. So that shows a carry-over of her interest.

Mrs. R. As a matter of fact, it wasn't but just a few days ago that she said, "Gee, I hope that I can do something like that." She was hoping for her schedule in the mail. She was hoping to have some study halls so "I can help my first graders." She only had one fifteen minute study hall last year. This was rather a full schedule for Teen Tutors really.

Dr. B. Do you think, maybe, that we pushed them too hard?

Mrs. R. No, I really don't.

Dr. B. They have to plan pretty carefully.

Mrs. R. Yes, they do. The only problem that we ran into was that the fifteen minutes was an awfully short time to do any nightly research. In that respect I might say the schedule was too full.

Dr. B. Now, did you come to parent meetings that we had at night? What was your opinion of those meetings?

Mrs. R. I thought they were very good. When I was unable to attend my husband attended. He thought they were very good.

Dr. B. So the Ritter family was represented.

Mrs. R. Always.

Dr. B. So you think we ought to continue bringing parents into the picture? Did you visit any of the classes during the day?

Mrs. R. Yes, I did. Mr. Fencl's, Mrs. Thomson's and the kindergarten. I was subbing in the kindergarten. It was on Valentines day. It was a hectic day, giving out thousands of valentines. I had Mrs. Goodwin's and Miss Chidester's classes.

Dr. B. You really got a pretty good sample.

Mrs. R. I was really exposed to it. I also sponsored the Teen Tutors on their trip to Ohio State.

Dr. B. How did the Teen Tutors react to that field trip?

Mrs. R. Well they were in awe. They were a little disappointed in the slackness in dress shall we say. They were amazed that these students were going to class.

Dr. B. That's a very interesting comment. In other words, the Teen Tutors were saying, we think the university students ought to sharpen up and dress better and show more pride in their personal appearance?

Mrs. R. This is what I got out of it.

Dr. B. This is a mature way to look at it.

Mrs. R. I thought it was very mature. I was amazed as a matter of fact. I said to a group of them, "These people are on their way to class," and they immediately were aghast. Dressed like this?

Dr. B. Well, Mrs. Halle, were you able to come to some of the parent meetings?

Mrs. H. Yes, I was at some night meetings but I didn't get to come to school because I don't get through work until 2:30 and it was hard to get over here.

Dr. B. What was your general opinion about the worthwhileness of the parent meetings at night?

Mrs. H. Well,I know I learned a lot.

Dr. B. Do you remember anything in particular?

Mrs. H. Not offhand, my memory isn't good. I did enjoy them.

Dr. B. Well,we think the parent meetings are a very important part of the program and as in your case, Mrs. Ritter, some of the parents did come into the classes to find out what was going on.

Mrs. R. I looked through Janice's notebook the day I visited and I found a lot of interesting things and it gave me a lot of insight into her. They didn't bring these notebooks home until the end of the year.

Mrs. H. Children surprise you really. Things I saw my daughter do, it really surprised me.

Dr. B. I guess, sometimes, the classroom teacher sees some behavior that maybe the parents don't have a chance to observe. Now let me ask you Mrs. Halle, do you feel closer to the school than you did before your daughter started in the Teen Tutorial Program?

Mrs. H. Yes, I do. I feel closer to the school now than when my others were growing up. I went to the PTA's but this seems so much better. I understand it better than anything before.

Dr. B. That was one of the things we were trying to do. I wonder what we could do another time that might enable parents to be even closer to the school? Mrs. Ritter, what about you? Do you feel closer to the school this year?

Mrs. R. I can't really say I do since my husband has been president of the PTA. I've been room mother since Janice started in school.

Dr. B. Then you've been pretty close to what's happening in the school right along. I remember meeting your husband at one of the night meeting.

Mrs. R. However, I do feel that I have a better understanding even though the relationship isn't closer. I made the comment in that sociology report that as a mother I thought I really understood the Teen Program but then as I became closer to it and did more study on it I realized that I had just had a glimpse of the program and what its possibility was.

Dr. B. I think you chose a pretty good topic to use in your presentation in that sociology class. Mrs. Ritter, since I'm talking to you, what do you think was the major purpose of Teen Tutorial Program?

Mrs. R. Discovery!

Dr. B. In what way? Discovery of?

Mrs. R. Relationships with children.

Dr. B. Discovery of relationships with children. Do you want to add anything to that?

Mrs. R. I can't think of how to put it.

Dr. B. I guess the Teen Tutor discovered what happens when she relates to a kindergartner.

Mrs. R. Yes, she learns through experience I'm trying to say. Discovery through experience rather than through a book or being told is what I'm trying to say.

Dr. B. Yes, the actual experience seemed to be very important.

Mrs. R. I feel that was the most important aspect.

Dr. B. Can you think of anything else?

Mrs. R. Well, to help teen-agers to be more aware of themselves I think, too. Their place in the world and what they can contribute.

Dr. B. In other words, the Teen Tutor by relating to the youngster can learn more about herself that she might have otherwise?

Mrs. R. Yes.

Dr. B. Well, that's one of the things that we hoped would happen.

Mrs. R. I believe that did happen.

Dr. B. Now, Mrs. Halle, would you want another daughter of yours to take part in this kind of a program?

Mrs. H. Yes I would, I think they should have had it a long time ago.

Dr. B. How would you feel about that Mrs. Ritter?

Mrs. R. Very definitely. I have a son who is a very sensitive boy and he loves to help others and I think this would do him a world of good.

Dr. B. How old is he?

Mrs. R. He is eleven.

Dr. B. What grade is he?

Mrs. R. He will be in the sixth grade next year.

Dr. B. Well, maybe we will have the Teen Tutorial Program for him.

Mrs. R. I really hope so. My husband and I wanted to go before the school board to present it and ask that they appropriate all the funds possible to keep this program going.

Dr. B. Well, in your husband's leadership position and with your interest and background in teaching in the school, your suggestions would probably carry a lot of weight. Sometimes, the superintendent and his staff, as well as the board, need to know from parents what is important in our school system.

Mrs. R. We remarked how we always gripe when we're unhappy with the school and we're just as willing to go and say when we are happy with what the school does.

Dr. B. Sometimes we forget to talk about the good things. Well, you haven't done that yet?

Mrs. R. No, they said that wouldn't be necessary. I talked to Mr. Vicars about this and since Dick knows Dr. Stahl they had discussed it personally.

Dr. B. Fine, after all what parents think should carry a lot of weight with the school board and the school administration.

Mrs. R. I would say I didn't hear a single parent say anything against the program.

Mrs. H. I heard only favorable comments.

Tape Ran Out

Appendix E

SELECTED COMMENTS MADE BY PROFESSIONAL STAFF

Part I. Comments by the Principal of the Elementary School

The principal of the elementary school who had daily contacts with the Teen Tutors and the kindergartners expressed her attitude toward the program by stating:

> The Teen Tutorial Program was an important part of our school. In addition to this program offering numerous educational experiences to the teens, our kindergarten children were greatly enriched. The individual attention given each child would never have been possible in the absence of the teens. We felt our kindergartners related extremely well to these teens. These children were from homes where verbal expression is limited and they require many activities offering them language experiences. The attention given them by the teens was probably one of the most valuable aspects of the program. There is no need more essential to elementary children than the need for someone to listen. Our teens met a dire need when they did this. It would have been impossible for one or two teachers to meet this need.
>
> I felt the teens at times were an influence on our other children. In the position the teens were in, our fifth and sixth graders respected them. One hundred percent of our sixth grade classes wanted to be in the program as seventh graders. Numerous parents were interested that their children be given an opportunity to be in this program.
>
> Some of the teachers and I felt that we gained from this program. It was truly amazing the way some of the teens dealt with their kindergartners, and I think we learned just from observing the richness of the manner many of them had in dealing with various problems.

Part II. Comments by Teachers in the Program-based Schools

I believe the teen tutorial program has generated enthusiasm and a sense of pride among those students involved in the program. Many of the boys, especially, have commented that they liked the program.

Most of the students that are in my classes have improved either in discipline or academically. . . . I feel that the students involved have provided a special service and in return they have found a place in their society. I hope that this program continues and that more students of the project type are included so as to help them find a place in the world.

Those students involved seem to have more confidence and pride in themselves. Most of them seem also to have improved very much in their dress and grooming habits--and in my opinion, it has improved their attitudes toward school in turn. . . . On overall basis, I think I have seen more change personality-wise than grade-wise.

In a few cases I have seen students (Teen Tutors) who were previously quiet and unassuming in the classroom turn into alert and responsive students who did not mind taking over a leadership role in the class discussions. . . . My only request is that all possible pressures be put to bear to maintain at least the present program.

Several of my students who are in the Program seem more enthusiastic. They tell me what they're doing and the things that happen--especially the funny things.

The children in the kindergarten are responding very well to the special help and those who were shy and "loners" are coming out of their shell. The teens are learning responsibility and seem to be working very hard and looking at growing children in a different light. . . . It would be wonderful if they could in the overcrowded first grade.

At one time they brought in the work bench from the kindergarten room and explained the various tools to our first-graders when we were having our unit on simple machines. They were patient and understanding in explaining the uses of the various machines and in letting the children try them out. This was a worthwhile experience for the first grade children as well as for the teens.

Part III. Comments by Team Teachers

Junior High Teacher No. 1

At the beginning of last year I had a positive attitude about team teaching, but I found that it was not as easy as I thought it would be. I had been a regular classroom teacher for six years and I found that I had some very definite ideas as to what would or would not work in the classroom. It is sometimes difficult to give in or compromise when the issue is something that you feel very strongly about. But I was determined to keep a peaceful working relationship with the other team members so I began to compromise more and more. I now feel comfortable with team teaching and feel that the advantages definitely outweigh any disadvantages.

Junior High Teacher No. 2

The past school year was the first year I was involved in a team teaching situation. . . . I also found the challenge of relating two areas such as home economics and social studies to be very stimulating and rewarding. This experience was rewarding through the exchange of ideas and stimulating through the constant desire to improve the material used and the use of these materials.

However, I found that a major problem can arise if the team members cannot work in a close relationship. This problem can be avoided if the team members are given adequate time to get acquainted.

Kindergarten Teacher No. 1

. . . Team planning resulted in more interesting classes. Planning was more complicated and daily planning sessions were necessary to keep things moving. Long range planning was done the summer before since the staff members were on eleven months contracts. I feel team teaching, as we adapted it, made school more interesting for the teachers and this made school more interesting for our students.

Kindergarten Teacher No. 2

. . . From the teen tutor team, I gained knowledge about our teens. We discussed as a group how we could coordinate the child development, social studies and kindergarten laboratory actities and lessons. We ironed out our scheduling difficulties. We were each able to bring to the team any problems we had with individual children. As a group we

> tried to help each child. I felt this group sharing responsibilities and problems gave each team member a chance to excel along his strong lines and strengthen his weaker points.

Kindergarten Teacher No. 3

> My first year of teaching was one of continuous growth and learning because of my involvement with the teaching team in the Teen Tutorial Program. Although team teaching was a new experience for four of the five members of the team, I believe it was an invaluable experience to each one. . . . It was especially beneficial for me as a first year teacher to work with other experienced teachers, I received many new ideas for kindergarten activities and also learned much about seventh grade activities. The personalities of the teaching team were quite varied yet we were able to successfully work together most of the time. I believe that each one of us grew a great deal--both professionally and personally.

Appendix F

COMMENTS OF TEEN TUTORS CONCERNING THE PROGRAM

Boy,
The course was not easy but it was good. I learned a lot. I understand myself better and how to act mature when I'm upset or disappointed. I think it helped me to be a better parent when I grow up because I feel good after I teach a child something.

Girl,
Teen Tutors helped me to be more outgoing, to be yourself and not put on an act. . . . I more understand people and their problems.

Boy,
I learned some things but the program never changed me a bit.

Boy,
To me Teen Tutor looks like a great opportunity for a person to learn a lot about children, the way his body grows and the world he lives in.

Boy,
I think Teen Tutors will help me be a better parent but I will have to do some of it on my own. I have learned about how people are different and how they feel and I know why I feel the way I do and why I felt the way I did. I know a lot more about myself and I am more confident and more mature I think.

Comments selected from another group's reactions follow. They responded by completing the statement, "After having been in the Teen Tutor Program, I think this kind of class is":

Girl,
. . . a very good idea and I like being in it. I think it is fun working with the children. It's just too bad that every seventh grader couldn't be in it because it is a great experience and I will try to make the Teen Tutor Program a success.

Boy,

. . . a swell idea. Most of the time it's lots of fun and gives me a new experience. I also get to know how the teachers feel and react the way they do. Before I was picked for this job, I hated teachers and now I understand them a lot more, but I still don't like them that well. I also think this will be successful. I hope it is because my brother will be in the seventh grade next year and I got him very interested in it.

Boy,

. . . all right for seventh-graders like me. I think it is a privilege for us. It helped me a lot for my grades. I think you should get to know a lot about little boys and girls like them so that when you get older you will understand when you get married and have kids. I hope that this keeps on like it is now.

Girl,

. . . exciting for most people. It gives them the chance to understand both teachers and younger children. After being in this class you begin to understand children younger than yourself and know why they behave the way they do. It also, in a way, gives you a sense of responsibility to know that you are thought of as an adult in the eyes of other teachers.

Boy,

. . . pretty tough (the good kind of tough). . . .

Boy,

. . . a real help to kindergarten and me! I like Teen Tutor and the working in the kindergarten class. The field trips have made me understand people and the places we thought were ruled like prisons, like Franklin Village and the Day Care Center. Teen Tutor has changed me in a way, like when my sister would hit me for no reason at all I would know not to hit her back but to know she was just releasing some tension or she wanted some attention! I even seem to get along with mom and dad easier, not to say I never did, but to say I can talk to them better when I have a problem. Teen Tutor is a program I think will go far and I hope it will!

Girl,

. . . very educational to teens. As teens go on to parenthood, they should know about how their children will act as they grow up. This is good for all teens. I think some parents should take this course also. This program will also tell you where you stand. It will tell you what kind of personality you have. It will also help you to understand children and to react to different situations.

Girl,

. . . not so good as I thought it would be. In fact, some of the things we do are so boring that I feel like going to sleep. Other things we do are very interesting and educational. I guess the program has good points and bad points.

Girl,

. . . Some of us have done our best and we understand the kindergartners, their feelings, their emotions, and their fears and hatred. I think this year has been worthwhile for us because our class has had the privilege to try to understand the children but most of all I think to understand the teachers.

Girl,

. . . good because it helps us to see how we grow and it has been fun working with the kindergarten children and I feel we have helped them greatly in learning to tie their shoes and how to count and a hundred other things. We are learning by helping them learn.

Boy,

. . . fun and you can learn a lot if you try. I've noticed that a few persons don't actually put any effort into what they're doing. If you are looking for something interesting, you will find something interesting. If you want to act silly, you won't learn anything, you will spoil the fun for others.

Girl,

. . . good. . . . We get the chance to be with the kindergarten and get to know how to treat them and understand them. The teachers have patience with us and they know that we try to do it. You get to know about people and what troubles them.

Boy,

. . . fun and I wish I could have the chance to be one next fall. . . . You never know how little children are until you work with them. And I think Teen Tutors has helped me along.

Girl,

. . . okay in some ways. I like it when we are with the children. . . it is helping me learn about children younger than I am and I feel it is helping me learn more about my little brother and children around the neighborhood.

Appendix G

TEEN TUTOR EVALUATION OF CHANGE IN SELF
(Evaluation Form)

Instructions

We are interested in the changes that may have occurred in your understanding and/or knowledge in certain areas as a result of the Teen Tutor Program. We would like you to answer each of the following questions so we may know how the program has affected you. Think through each question carefully and circle the one number that best describes your answer to that question. If you honestly think there has been no change in your understanding or knowledge about what is asked by the question, simply circle number 1. If you think you have changed so part of the time you understand or know about what is asked by the question, circle number 2. If you think you have changed so you understand or know what is asked by the quexstion most of the time, circle number 3. If you think you have changed so you have no trouble understanding or knowing what is asked by the question, circle number 4. The following key will help you in answering the questions:

4	3	2	1
Changed so I have no trouble understanding or knowing	Changed so most of the time I understand or know	Changed so part of the time I understand or know	No change in my understanding or knowledge

* *

REMEMBER

In addition to circling a number for each question, please write any comment you may have about your answer in the space below the number. Only the persons conducting this study will see your answers. So circle and write exactly what change you feel has occurred in you.

TEEN TUTOR'S NAME ______________________________

4	3	2	1
Changed so I have no trouble understanding or knowing	Changed so most of the time I understand or know	Changed so part of the time I understand or know	No change in my understanding or knowledge

A1.1 Do you now know more about how human beings develop from birth through adulthood; in other words, how each person becomes an individual somewhat different from every other person?

(4 3 2 1)[1]

A1.2 Are you more aware that it is important to be polite, nice and truthful to other people; in other words, that having good social relations is a sign of maturing?

A1.3 Do you better understand that the kind of family in which a child is brought up in, the kind of neighborhood in which he lives and the way people feel and act toward the child can make differences in his personality, in the way he plays or works with others, or in his school work?

A1.4 Have you learned something about the way you acted or felt in the past or about the kind of person you can be in the future that helps you to understand yourself at the present time?

A1.5 Do you now have a better idea of how a mature teenager reacts when he is faced with situations that are frightening or upsetting to him?

A2.0 (a) As a result of studying about teen-agers, do you have a better understanding of yourself, or who you are and what you can do?

(b) Further, has this study about teen-agers helped you become more confident in what you do while working and playing with other people?

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1. On the test form these numbers were repeated after each question and ample space was provided for students to write their comments.

A3.0 (a) Are you more aware that parents are also people who have problems and that you can help them with their problems by being considerate of them and by trying to understand why they expect you to do certain things?

(b) Do you feel that your understanding of the problems parents face will help you to be a better parent when you are an adult?

A4.0 Have you become aware of the social services that families and children can use and that you are responsible for helping provide these services?

A5.1 (a) Do you know better what to say and how to speak with children from one to five years of age?

(b) Do you know better what to say and how to speak with people your age?

(c) Do you know better what to say and how to speak with adults (parents, teachers, or others)?

A5.2 (a) Have you increased your ability to know what to do and how to get an idea across to children from one to five years of age without speaking?

(b) Have you increased your ability to know what to do and how to get an idea across to people your age without speaking?

(c) Have you increased your ability to know what to do and how to get an idea across to adults (parents, teachers, or others)?

A6.0 Has your study of the things that make people look, act, speak, or smell differently from you helped you to understand why they are different?

A7.0 Are you better able to choose a filmstrip, movie, record, game, or book that kindergarten children would enjoy and understand?

D2.0 Do you feel more important or satisfied because you have planned and carried out successful kindergarten activities?

D3.0 Has your observation of the teachers teaching the kindergartners helped you in finding out how young children learn and how teachers help them to understand things?

D4.0 Have you learned anything in the classroom or observed anything in the kindergarten that has helped you to understand the development of young children?

Appendix H

OBSERVATION FORM

Teen Tutorial Project   Teen Tutor Classroom

Date________Activity_________Time:_____A.M.____P.M.________

Observer_____________________Time Activity Began___:_____

Ended_____:______

Number of Teen Tutor Boys_________ Girls_______

Team Members Involved_____________________________________

Purpose:____

____

I. How effective is the teacher(s) in working with the Teen Tutors?

1___Very effective

2___Effective

3___Fairly effective

4___Ineffective

A. How did the teacher(s) conduct the activity?

B. What enhanced the effectiveness?

C. What hindered the effectiveness?

II. To what extent are the Teen Tutors motivated by the activity? (If the same for both boys and girls, use a check (✓). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.

1___Highly motivated

2___Motivated

3___Somewhat motivated

4___Not motivated

A. How was the Teen Tutor motivated?

B. What enhanced the motivation?

C. What hindered the motivation?

III. What is the overall "climate for learning"?

1___Excellent

2___Good

3___Fair

4___Poor

A. Comments on question.

B. What enhanced the climate for learning?

C. What hindered the climate for learning?

IV. Observations on situations in the classroom in which change (positive or negative) occurs or may occur in future observations. Especially note any significant situations affecting the whole class, an individual, or a work group.

Resumé of activity:

Evaluation of activity:

Appendix I

AVAILABLE PROJECT PUBLICATIONS

Part I. Mimeographed Guides, Proposals and Reports[*]

prepared by project staff and consultants

A Proposal to Create and Implement "A Teen Tutorial Program"; a Model of Interrelationships of Seventh Graders, Kindergarten Pupils and Parents, to Meet the Developmental Needs of Disadvantaged Children, 1966. 121 pp.
The original proposal developed by the Project Planning Staff.

Evaluation Report of the Pilot Stage of The Teen Tutorial Program, 1967. 153 pp.
Covers the period January, 1967, through August, 1967.

Application for Continuation Grant of "A Teen Tutorial Program," a Model of Interrelationship of Seventh Graders, Kindergarten Pupils and Parents, to Meet the Needs of Disadvantaged Children, 1967. 104 pp.
Application to continue the project as a full year demonstration program, 1967-1968.

Evaluation Report of the (1967-1968) Demonstration Phase of The Teen Tutorial Program, 1968. 250 pp.
Reports the first year's demonstration and preparation for the next phase of the project.

Application for Continuation Grant for The Teen Tutorial Program (submitted June, 1968). 166 pp.
Describes continuation of the program to determine its effectiveness with all seventh graders, advantaged and disadvantaged.

Evaluation Report of Second Demonstration Phase of The Teen Tutorial Program and Final Report, 1969. 150 pp.
Contains evaluation of the entire project.

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[*] To obtain materials contact: South-Western City Schools, 3708 Broadway, Grove City, Ohio 43123; Teen Tutorial Program, 875-2318 (Area Code 614).

The Teacher's Guide to The Teen Tutorial Program. 151 pp. Prepared for use of teachers of the program, this manual includes description of the program, staff organization, and procedure for integrating the three interrelated sub-programs. The seventh grade program is discussed in detail and two of the units of study developed for use with seventh graders are included.

Teen Tutor Handbook. 115 pp. This guide for Teen Tutors includes a description of the behavior of kindergartners, the kindergarten program, activities carried on with kindergartners, classroom procedures, and sample materials to be used with kindergartners.

Part II. Filmstrip and Motion Picture*

Filmstrip, The Teen Tutorial Program. 14 min., sound, color. Presents the aims, purposes, and operation of the program designed to help young teen-agers (1) understand and cope with their own needs now and in the years immediately ahead and (2) understand and meet the developmental needs of their own children later when they become parents.

Motion Picture, The Teen Tutor. 37 min., sound, black and white. Produced by The Department of Photography, The Ohio State University. The Teen Tutor focuses on Steve, a seventh grader, who entered the program with a poor self-image, negative attitudes, and other problems. The film enables the viewer to observe Steve in a variety of school situations over a period of a year. It provides a basis for judging the impact of these experiences on Steve and other students involved in the program.

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*Available as a package from The Department of Photography, 156 West 19th Avenue, The Ohio State University, Columbus, Ohio 43210. Attention: Film Distribution Supervisor.